

ATHLETIC

Vol. XVI, No. 10

June, 1936



Working with Sprinters

Conrad M. Jennings

Tennis Tactics

Phil Brain

Pitching and the Development
of the Young Pitcher

Judson A. Hyames

JOURNAL



A Lot of What it Takes!

Action Takes Plenty of Food-Energy
WHEATIES Supply Food-Energy in Generous
 Amounts *That's Why We Call WHEATIES,*
with Plenty of Milk or Cream and Fruit, a
"BREAKFAST OF CHAMPIONS"

BASEBALL — TRACK — TENNIS — if they've got you busy this summer you'll need plenty of nourishing food-energy at breakfast time. It's fuel for going-power. That's what you get in Wheaties. Wheaties are whole wheat, one of nature's richest sources of food-energy.

Wheaties have real flavor, too. Real knock-out taste-appeal. These whole wheat flakes are crisped, roasted, toasted, and malt-flavored. They go down easy. And that's not just our idea. We couldn't tell you the exact number of homes where Wheaties are the regular breakfast cereal, but several millions is a safe guess. Wheaties sales are on the up, faster than any other nationally distributed cereal in America.

So pick the winner! You'll like it, too. Shake out some Wheaties in a bowl, pour on plenty of milk or cream, add fruit — and you have a mighty wholesome, nourishing, well balanced breakfast. You'll agree with many leading athletes in the sport world that Wheaties fixed that way are a "Breakfast of Champions". Try Wheaties tomorrow.

Gold Medal Foods, Inc., of General Mills, Inc., Minneapolis



Wheaties are accepted by the American Medical Association's Committee on Foods as pure, wholesome, and truthfully advertised. The Seal of Acceptance appears on every package of Wheaties.



Coaches' Ready Reference Buying Guide

THIS guide is presented for the convenience of coaches in planning their purchases for the athletic department. Under each sport and under the headings "Athletic Field Equipment," "For the Gymnasium" and "Playground Equipment" are listed the names of reliable manufacturers who can supply the many and various needs of the coach.

The address of each manufacturer is listed on page 4. Booklets or catalogs offered by some of these manufacturers are listed with the addresses. Manufacturers will appreciate having coaches mention the name of The Athletic Journal when they write. All of the manufacturers listed in this guide carry or have carried advertising space in the Athletic Journal and are therefore anxious to co-operate with its readers.

ARCHERY

COMPLETE LINE

Treman-King Athletic Goods Corp.

ATHLETIC BOOKS

Athletic Book Company (Complete list)
Athletic Journal Publishing Co. (Lambert on basketball)

Barnes, A. S., & Co. (General list)
Lawhead Press, The (Krieger on football)
Lieb, Tom (Football)
McGraw-Hill Co., Inc. (Crisler-Wieman and Little on football)

Pipal, J. A. (Football)
Sayger Sports Syndicate (Robertson on track)
Scribner's Sons, Chas. (Holman on basketball)
Smith-Grievies Co. (Allen on basketball)
Stanford University Press (Warner on football)

ATHLETIC HEADQUARTERS

Hotel Congress
Hotel Del Prado
Hotel Pennsylvania
Hotel Sherman
Hotel Sovereign
Hotel Windermere

ATHLETIC INSURANCE

Ringer Company, Chas.

ATHLETIC SUPPORTERS

Bauer & Black
Bennett-Landon Web Co., Inc.
Bike Web Manufacturing Co.
Johnson & Johnson
Ware Co., Walter F.

BADMINTON

COMPLETE LINE

Spalding & Bros., A. G.
Treman-King Athletic Goods Corp.
Wilson Sporting Goods Co.

GUT

Hibae Gut & Suture Co.
Juneman Corp., The E. P.
Victor Surgical Gut Mfg. Co.

SHOES

Mishawaka Rubber & Woolen Mfg. Co.

SOCKS

Mishawaka Rubber & Woolen Mfg. Co.

THE ATHLETIC JOURNAL

BASEBALL

COMPLETE LINE

Draper-Maynard Co., The
Dubow Mfg. Co., J. A.
Goldsmith Sons, Inc., The P.
Great Western Athletic Goods Co.
Ken-Wel Sporting Goods Co., Inc.
Rawlings Manufacturing Co.
Reach, Wright & Ditson, A. J.
Spalding & Bros., A. G.
Stall & Dean Mfg. Co.
Treman-King Athletic Goods Corp.
Wilson Sporting Goods Co.

SHOES

Brooks Shoe Mfg. Co.
Riddell, Inc., John T.
Wisconsin Shoe Co.
Witchell-Sheill Co.

SOCKS

Champion Knitwear Mills
Nelson Knitting Co.

BATS

Hillerich & Bradsby Co., Inc.

TICKETS AND COUPON BOOKS

Arcus Ticket Company

BOOKS

DeGroat, H. S.

BASKETBALL

COMPLETE LINE

Draper-Maynard Co., The
Dubow Mfg. Co., J. A.
Goldsmith Sons, Inc., The P.
Great Western Athletic Goods Co.
Ken-Wel Sporting Goods Co., Inc.
Rawlings Manufacturing Co.
Reach, Wright & Ditson, A. J.
Spalding & Bros., A. G.
Stall & Dean Mfg. Co.
Treman-King Athletic Goods Corp.
Wilson Sporting Goods Co.

SHOES

Brooks Shoe Mfg. Co.
Converse Rubber Co.
Hood Rubber Co.
Mishawaka Rubber & Woolen Mfg. Co.
Riddell, Inc., John T.
Servus Rubber Co.
United States Rubber Products, Inc.
Wisconsin Shoe Co.
Witchell-Sheill Co.

SOCKS

Champion Knitwear Mills
Mishawaka Rubber & Woolen Mfg. Co.
Nelson Knitting Co.

CLOTHING

O'Shea Knitting Mills
Sand Knitting Mills Co.

SCOREBOOKS

Lake, Ivan E.
Lowe & Campbell Athletic Goods Co.

SCOREBOARDS

Simplex Company, The

TICKETS AND COUPON BOOKS

Arcus Ticket Co.

MOTION PICTURE FILMS

Eastman Kodak Co.

PORTABLE HORN

Sidebotham, C. E.

BEE BALL

COMPLETE LINE

Spalding & Bros., A. G.

BILLIARDS

COMPLETE LINE

Brunswick-Balke-Collender Co.

BOWLING

COMPLETE LINE

Brunswick-Balke-Collender Co.

SHOES

Riddell, Inc., John T.
Spalding & Bros., A. G.
Witchell-Sheill Co.

BOXING

COMPLETE LINE

Draper-Maynard Co., The
Dubow Mfg. Co., J. A.
Goldsmith Sons, Inc., The P.
Great Western Athletic Goods Co.
Rawlings Manufacturing Co.
Reach, Wright & Ditson, A. J.
Spalding & Bros., A. G.
Treman-King Athletic Goods Corp.
Wilson Sporting Goods Co.

SHOES

Brooks Shoe Mfg. Co.
Riddell, Inc., John T.
Wisconsin Shoe Co.
Witchell-Sheill Co.

CLOTHING

O'Shea Knitting Mills

RINGS

Petersen & Company

EQUIPMENT CLEANING AND REBUILDING

Great Western Athletic Goods Co.
Ivory System
Kelley Co.
Lloyds, Inc.

ATHLETIC FIELD EQUIPMENT

BLEACHERS AND GRANDSTANDS

Leavitt Manufacturing Co.
Newcastle Products Co.
Pittsburgh-Des Moines Steel Co.
Wayne Iron Works

FLOODLIGHTS

Benjamin Electric Mfg. Co.
Cahill Brothers
Crouse-Hinds Co.
General Electric Co.
Giant Manufacturing Co.

SOUND AMPLIFYING SYSTEMS

Operadio Manufacturing Co.
Wright-Decoster, Inc.

DESIGNERS OF STADIUMS AND GRANDSTANDS

Osborn Engineering Co.

FIELD COVERS

Carpenter & Co., Geo. B.

MOWING MACHINERY

Toro Manufacturing Corp.

WEED KILLERS AND MOLE ERADICATORS

Dolge Co., The C. B.

FIELD HOCKEY

COMPLETE LINE

Spalding & Bros., A. G.
Treman-King Athletic Goods Corp.

SHOES

United States Rubber Products, Inc.

FOOTBALL

COMPLETE LINE

Bailey & Himes
Draper-Maynard Co., The
Dubow Mfg. Co., J. A.
Goldsmith Sons, Inc., The P.
Great Western Athletic Goods Co.
Ken-Wel Sporting Goods Co., Inc.
Leacock Sporting Goods Co.
Lowe & Campbell Athletic Goods Co.
Partridge Co., Horace
Rawlings Manufacturing Co.
Reach, Wright & Ditson, A. J.
Spalding & Bros., A. G.
Stall & Dean Mfg. Co.
Sutcliffe Co.
Taylor & Co., Alex
Treman-King Athletic Goods Corp.
Wilson Sporting Goods Co.

SHOES

Brooks Shoe Mfg. Co.
Riddell, Inc., John T.
Sternaman, Edward C. ("Dutch")
Wisconsin Shoe Co.
Witchell-Sheill Co.

CLEATS

Riddell, Inc., John T.
Sternaman, Edward C. ("Dutch")
Trico Fuse Mfg. Co.

CLOTHING

O'Shea Knitting Mills
Sand Knitting Mills Co.

SOCKS

Mishawaka Rubber & Woolen Mfg. Co.
Nelson Knitting Co.

SHOULDER GUARDS

Chesterman & Streeter, Inc.

DUMMIES

Football Dodge Dummy Co.
Gilman Sporting Goods Co., Marty

STOP WATCHES

Pastor Stop-Watch Co., The

MOTION PICTURE FILMS

Eastman Kodak Co.

TICKETS

Arcus Ticket Co.
Columbia Printing Co.
Weldon, Williams and Lick

COUPON BOOKS

Arcus Ticket Co.

BOOKS

McGraw-Hill Book Co., Inc.
Pipal, J. A.
Stanford University Press

GOLF

COMPLETE LINE

Dubow Mfg. Co., J. A.
Goldsmith Sons, Inc., The P.
Great Western Athletic Goods Co.
Rawlings Manufacturing Co.
Treman-King Athletic Goods Corp.

CLUBS

Hillerich & Bradsby, Inc.

FOR THE GYMNASIUM

COMPLETE LINE

Chicago Gymnasium Equipment Co.
Great Western Athletic Goods Co.
Medart Mfg. Co., Fred
Narragansett Machine Co.
Rawlings Manufacturing Co.
Schutt Mfg. Co., W. C.
Spalding & Bros., A. G.
Wilson Sporting Goods Co.

BLEACHERS

Leavitt Manufacturing Co.
Newcastle Products Co.
Wayne Iron Works

CHAIRS

Lyon Metal Products, Inc.

LOCKERS

Lyon Metal Products, Inc.

FLOOR FINISHES

Dolge Co., The C. B.
Huntington Laboratories, Inc., The

FLOORS

Carter Bloxonend Flooring Co.

LOCKS

Dudley Lock Corp.
Master Lock Co.

MATS AND MAT COVERS

Petersen & Company

HAIR FELT FOR MATS

American Hair & Felt Co.

TOWELS

McArthur & Sons, George
Mayer & Co., Theodore

SHOES

Brooks Shoe Mfg. Co.
Converse Rubber Co.
Witchell-Sheill Co.

HANDBALL

COMPLETE LINE

Dubow Mfg. Co., J. A.
Goldsmith Sons, Inc., The P.
Rawlings Manufacturing Co.
Reach, Wright & Ditson, A. J.
Spalding & Bros., A. G.
Treman-King Athletic Goods Corp.

SHOES

Mishawaka Rubber & Woolen Mfg. Co.
United States Rubber Products, Inc.

SOCKS

Mishawaka Rubber & Woolen Mfg. Co.

ICE HOCKEY AND SKATING

COMPLETE LINE

Reach, Wright & Ditson, A. J.
Spalding & Bros., A. G.
Wilson Sporting Goods Co.

SKATES AND SHOES

Nestor Johnson Mfg. Co.

SHOES

Brooks Shoe Mfg. Co.
Witchell-Sheill Co.

CLOTHING

Draper-Maynard Co., The
O'Shea Knitting Mills

LACROSSE

COMPLETE LINE

Spalding & Bros., A. G.

SHOES

Brooks Shoe Mfg. Co.

MASS BALL

COMPLETE LINE

Spalding & Bros., A. G.

MEDALS AND TROPHIES

Balfour Co., L. G.
Dieges & Clust
Josten Mfg. Co.
Medallic Art Co.

MEDICINE BALL

COMPLETE LINE

Rawlings Manufacturing Co.
Treman-King Athletic Goods Corp.

MOTION PICTURE CAMERAS AND PROJECTORS

Bell & Howell Company
Eastman Kodak Company

PLAYGROUND EQUIPMENT

Louden Playground Equipment Co.
Rawlings Manufacturing Co.
Spalding & Bros., A. G.
Wilson Sporting Goods Co.

POSTERS

Pryor Press

RACQUETS

GUT

Victor Surgical Gut Mfg. Co.

THE ATHLETIC JOURNAL

RUGBY

COMPLETE LINE

Goldsmith Sons, Inc., The P.
Spalding & Bros., A. G.

SKIING

COMPLETE LINE

Spalding & Bros., A. G.

BOOTS

Wisconsin Shoe Co.

SOCCER

COMPLETE LINE

Draper-Maynard Co., The
Goldsmith Sons, Inc., The P.
Great Western Athletic Goods Co.
Mitchell & Ness
Rawlings Manufacturing Co.
Reach, Wright & Ditson, A. J.
Spalding & Bros., A. G.
Treman-King Athletic Goods Corp.
Wilson Sporting Goods Co.

BALLS

Dubow Manufacturing Co., J. A.

SHOES

Brooks Shoe Mfg. Co.

CLOTHING

O'Shea Knitting Mills

SOFTBALL

COMPLETE LINE

Dubow Mfg. Co., J. A.
Goldsmith Sons, Inc., The P.
Great Western Athletic Goods Co.
Rawlings Mfg. Co.
Spalding & Bros., A. G.
Treman-King Athletic Goods Corp.
Wilson Sporting Goods Co.

SHOES

Brooks Shoe Mfg. Co.
Converse Rubber Co.
Hood Rubber Co.
Riddell, Inc., John T.
Servus Rubber Co.
United States Rubber Products, Inc.

SPEED BALL

COMPLETE LINE

Spalding & Bros., A. G.

SQUASH

COMPLETE LINE

Spalding & Bros., A. G.
Treman-King Athletic Goods Corp.
Wilson Sporting Goods Co.

GUT

Hibse Gut & Suture
Juneman Corp., The E. P.
Victor Surgical Gut Mfg. Co.

SHOES

Mishawaka Rubber & Woolen Mfg. Co.

SOCKS

Mishawaka Rubber & Woolen Mfg. Co.

COURTS

Brunswick-Balke-Collender Co.

SWIMMING

COMPLETE LINE

Spalding & Bros., A. G.

DIVING BOARDS

Chicago Gymnasium Equipment Co.

TEACHERS AGENCIES

Clark-Brewer Coaches Bureau
Rocky Mt. Teachers Agency
Specialists Educational Bureau

TENNIS

COMPLETE LINE

Draper-Maynard Co., The
Goldsmith Sons, Inc., The P.
Great Western Athletic Goods Co.
Rawlings Manufacturing Co.
Treman-King Athletic Goods Corp.
Wilson Sporting Goods Co.

SHOES

Converse Rubber Co.
Hood Rubber Co.
Mishawaka Rubber & Woolen Mfg. Co.
Servus Rubber Co.
United States Rubber Products, Inc.

SOCKS

Mishawaka Rubber & Woolen Mfg. Co.

GUT

Armour & Company
Hibse Gut & Suture
Juneman Corp., The E. P.
Victor Surgical Gut Mfg. Co.

STRING PRESERVATIVE

Victor Surgical Gut Mfg. Co.

TOUCH FOOTBALL

SHOES

United States Rubber Products, Inc.

TRACK AND FIELD

COMPLETE LINE

Draper-Maynard Co., The
Goldsmith Sons, Inc., The P.
Great Western Athletic Goods Co.
Rawlings Manufacturing Co.
Reach, Wright & Ditson, A. J.
Spalding & Bros., A. G.
Wilson Sporting Goods Co.

SHOES

Converse Rubber Co.
Hood Rubber Co.
Mitchell & Ness
Riddell, Inc., John T.
Stall & Dean Mfg. Co.
Wisconsin Shoe Co.
Witchell-Sheill Co.

SOCKS

Nelson Knitting Co.

CLOTHING

O'Shea Knitting Mills

FILMS

Holmes, David L.

BOOKS

Holmes, David L.
Olds, L. W.

TOUGH AS RHINO—SOFT AS FINE KID

**GENUINE KANGAROO
FOR ATHLETIC
FOOTWEAR**

17% stronger for weight,
than any other known

FOR FOOT HEALTH—FOOT SAFETY—and Speed

TRAINERS' SUPPLIES

COMPLETE LINE

Athletic Trainers Supply Co.
Bauer & Black
Bike Web Mfg. Co.
Cramer Chemical Co., The
Goldsmith Sons, Inc., The P.
Johnson & Johnson
Wilson Sporting Goods Co.

FIRST AID

Adhesol Co., Inc., The
Denver Chemical Mfg. Co.
Dolge Co., The C. B.
Morrison Laboratories, Inc.
Young, Inc., W. F.

BANDAGES

Becton, Dickinson & Co.
Tetra Company

THERAPEUTIC LIGHTS

Burdick Corp., The
National Carbon Co., Inc.

WHIRLPOOL BATH

Ille Electric Corp.

UTILITY CARRIER

Lindwall, Robert E.

WHOLE WHEAT CEREAL

Gold Medal Foods, Inc.

PURE WATER

Chippewa Spring Water Co.

TRANSPORTATION

Associated Railroads
Greyhound Lines

VOLLEY BALL

COMPLETE LINE

Dubow Mfg. Co., J. A.
Goldsmith Sons, Inc., The P.
Great Western Athletic Goods Co.
Rawlings Mfg. Co.
Reach, Wright & Ditson, A. J.
Spalding & Bros., A. G.
Treman-King Athletic Goods Corp.
Wilson Sporting Goods Co.

WATER POLO

COMPLETE LINE

Spalding & Bros., A. G.

WRESTLING

COMPLETE LINE

Goldsmith Sons, Inc., The P.
Great Western Athletic Goods Co.
Rawlings Mfg. Co.
Spalding & Bros., A. G.

SHOES

Converse Rubber Co.
Riddell, Inc., John T.
Wisconsin Shoe Co.
Witchell-Sheill Co.

CLOTHING

O'Shea Knitting Mills

MATS

Carpenter & Co., Geo. B.
Fox Tent and Awning Co.
Petersen & Company

HAIR FELT FOR MATS

American Hair & Felt Co.

BOOKS AND CHARTS

Otopalik, Hugo

ADDRESSES

- Adhesol Co., Inc., The, 352 Delaware Ave., Buffalo, N. Y.
- American Hair & Felt Co., Merchandise Mart, Chicago, Ill. (Write for circulars.)
- Arcus Ticket Co., 348 N. Ashland Ave., Chicago, Ill.
- Armour & Co., Chicago, Ill.
- Athletic Book Company, 6816 N. Ashland Blvd., Chicago, Ill.
- Athletic Journal Publishing Co., 6858 Glenwood Ave., Chicago, Ill.
- Athletic Trainers Supply Co., 35 Howard St., New York, N. Y.
- Bailey & Himes, Champaign, Ill.
- Balfour Co., L. G., Attleboro, Mass.
- Barnes & Co., A. S., 69 West 44th St., New York, N. Y. (Write for circular.)
- Bauer & Black, 2500 S. Dearborn St., Chicago, Ill.
- Becton, Dickinson & Co., Rutherford, N. J.
- Bell & Howell Company, 1809 Larchmont Ave., Chicago, Ill. (Write for literature.)
- Benjamin Electric Mfg. Co., Des Plaines, Ill. (Write for literature.)
- Bennett-Landon Web Co., Inc., 2430 N. Oakley Ave., Chicago, Ill.
- Bike Web Mfg. Co., 41 West 25th St., Chicago, Ill.
- Brooks Shoe Mfg. Co., Swanson and Ritner Sts., Philadelphia, Penn.
- Brunswick-Balke-Collender Co., 623 S. Wabash Ave., Chicago, Ill.
- Burdick Corp., The, Milton, Wisc.
- Cahill Brothers, 517 West 45th St., New York, N. Y.
- Carpenter & Co., Geo. B., 436 N. Wells St., Chicago, Ill.
- Carter Bloxonend Flooring Co., 902 Walnut St., Kansas City, Mo.
- Chesterman & Streeter, Inc., 1205 Walnut St., Philadelphia, Penn.
- Champion Knitwear Mills, Rochester, N. Y.
- Chicago Gymnasium Equipment Co., 1835 West Lake St., Chicago, Ill. (Write for circular.)
- Chippewa Spring Water Co., 1318 S. Canal St., Chicago, Ill.
- Clark-Brewer Coaches Bureau, Lyon & Healy Bldg., Chicago, Ill.
- Columbia Printing Co., 1632 N. Halsted St., Chicago, Ill.
- Converse Rubber Co., Malden, Mass. (Write for catalog.)
- Cramer Chemical Co., Gardner, Kansas.
- Crouse-Hinds Co., Syracuse, N. Y. (Write for literature.)
- DeGroat, H. S., Springfield College, Springfield, Mass.
- Denver Chemical Mfg. Co., The, 163 Varick St., New York, N. Y. (Write for booklet, "Athletic Injuries.")
- Dieges & Clust, 185 N. Wabash Ave., Chicago, Ill.
- Dolge Company, The C. B., Westport, Conn. (Send for booklets.)
- Draper-Maynard Co., The, Plymouth, N. H.
- Dubow Mfg. Co., J. A., 1907-19 Milwaukee Ave., Chicago, Ill. (Write for catalog.)
- Dudley Lock Corp., 235 W. Randolph St., Chicago, Ill.
- Eastman Kodak Co., Rochester, N. Y.
- Football Dodge Dummy Co., 410 Equitable Bldg., Des Moines, Iowa.
- Fox Tent and Awning Co., Ypsilanti, Mich.
- General Electric Co., 1 River Road, Schenectady, N. Y.
- Giant Mfg. Co., Council Bluffs, Iowa.
- Gilman Sporting Goods Co., Marty, Gilman, Conn.
- Gold Medal Foods, Inc., Minneapolis, Minn.
- Goldsmith Sons, Inc., The P., John and Findlay Sts., Cincinnati, Ohio. (Write for catalog.)
- Great Western Athletic Goods Co., 3601 W. Arthington St., Chicago, Ill. (Write for catalog.)
- Greyhound Lines, East 9th and Superior Sts., Cleveland, Ohio.
- Hibse Gut & Suture, 939 West 35th St., Chicago, Ill.
- Hillerich & Bradsby Co., Inc., Louisville, Ky.
- Holmes, David L., Wayne University, Detroit, Mich.
- Hood Rubber Co., Watertown, Mass.
- Hotel Congress, Michigan Ave. and Congress St., Chicago, Ill.
- Hotel Del Prado, Hyde Park Blvd., at 53rd St., Chicago, Ill.
- Hotel Pennsylvania, New York City, N. Y.
- Hotel Sherman, Clark-Lake-Randolph and LaSalle Sts., Chicago, Ill.
- Hotel Sovereign, Granville and Kenmore Aves., Chicago, Ill.
- Hotels Windermere, 1642 East 56th St., Chicago, Ill.
- Huntington Laboratories, Inc., The, Huntington, Ind. (Write for basketball chart book.)
- Ille Electric Corp., 11 W. 42nd Street, New York, N. Y.
- Ivory System, Salem and Peabody, Mass.
- Johnson & Johnson, New Brunswick, N. J.
- Josten Mfg. Co., Owatonna, Minn.
- Juneman Corp., E. P., 1100 West 47th Pl., Chicago, Ill. (Write for booklet, "Badminton and Tennis Strokes.")
- Kelley Co., The, Iowa City, Iowa.
- Ken-Wel Sporting Goods Co., Inc., Utica, N. Y.
- Lake, Ivan E., Care of *Sentinel Tribune*, Bowling Green, Ohio.
- Lawhead Press, The, Athens, Ohio.
- Leacock Sporting Goods Co., 921 Locust St., St. Louis, Mo.
- Leavitt Mfg. Co., Urbana, Ill.
- Lieb, Tom, Loyola University, Los Angeles, Cal.
- Lindwall, Robert E., Room 100, Lincoln High School, Manitowoc, Wisc.
- Lloyds, Inc., 216 E. Central St., Springfield, Mo.
- Louden Playground Equipment Co., Ottawa, Ill.
- Lowe & Campbell Athletic Goods Co., Kansas City, Mo. (Write for catalog.)
- Lyon Metal Products, Inc., 236 Montgomery St., Aurora, Ill.
- McArthur & Sons, Geo., 120 Water St., Baraboo, Wisc.
- McGraw-Hill Co., Inc., 330 West 42nd St., New York, N. Y.
- Master Lock Co., Milwaukee, Wisc.
- Mayer & Co., Theodore, 323 S. Franklin St., Chicago, Ill.
- Medallic Art Co., 210 East 51st St., New York, N. Y.
- Medart Mfg. Co., Fred, Potomac and DeKalb Sts., St. Louis, Mo.
- Mishawaka Rubber & Woolen Mfg. Co., 319 Water St., Mishawaka, Ind. (Write for circular.)
- Mitchell & Ness, 1223 Arch St., Philadelphia, Pa.
- Morrison Laboratories, Inc., Rockford, Ill.
- Narragansett Machine Co., Providence, R. I.
- National Carbon Co., Inc., Cleveland, Ohio.
- Nelson Knitting Co., Rockford, Ill.
- Nestor Johnson Mfg. Co., 1911 N. Springfield Ave., Chicago, Ill.
- Newcastle Products Co., Newcastle, Ind.
- Olds, L. W., Michigan Normal College, Ypsilanti, Mich.
- Operadio Mfg. Co., St. Charles, Ill. (Write for catalog.)
- Osborn Engineering Co., 7016 Euclid Ave., Cleveland, Ohio.
- O'Shea Knitting Mills, 2414 N. Sacramento Ave., Chicago, Ill.
- Otopalik, Hugo, Box 436, Ames, Iowa.
- Partridge Co., Horace, Boston, Mass.
- Pastor Stop-Watch Co., The, 37 E. Main St., Waterbury, Conn.
- Petersen & Company, 4227 North 16th St., Philadelphia, Pa.
- Pipal, J. A., Occidental College, Los Angeles, Calif.
- Pittsburgh Des Moines Steel Co., 49 Neville Island, Pittsburgh, Pa.
- Pryor Press, 633 Plymouth Court, Chicago, Ill.
- Rawlings Mfg. Co., St. Louis, Mo. (Write for catalog.)
- Reach, Wright & Ditson, A. J., 155 Fulton St., New York, N. Y. (Write for catalog.)
- Riddell, Inc., John T., 1259 N. Wood St., Chicago, Ill. (Write for circular.)
- Ringer Co., Chas., 7921 Exchange Ave., Chicago, Ill. (New policy and new rates ready Sept. 1.)
- Rocky Mt. Teachers Agency, 410 U. S. National Bank Bldg., Denver, Colo.
- Sand Knitting Mills Co., 1714-20 N. Damen Ave., Chicago, Ill.
- Sayger Sports Syndicate, Tiffin, Ohio.
- Schutt Mfg. Co., W. C., Litchfield, Ill.
- Scribner's Sons, Chas., New York City, N. Y.
- Servus Rubber Co., Rock Island, Ill. (Write for circular.)
- Sidebotham, C. E., 4053 N. Francisco Ave., Chicago, Ill.
- Simplex Company, The, Edinburg, Ind.
- Smith-Grievies Co., Kansas City, Mo.
- Spalding & Bros., A. G., 105 Nassau St., New York, N. Y. (Write for circular.)
- Specialists Educational Bureau, Odeon Bldg., St. Louis, Mo.
- Stall and Dean Mfg. Co., Brockton, Mass.
- Stanford University Press, Palo Alto, Calif.
- Sternaman, Edward C. ("Dutch"), 2656 Diversey Blvd., Chicago, Ill. (Write for circular.)
- Sutcliff Co., Louisville, Ky.
- Taylor, Alex. & Co., 26 E. 42nd St., New York, N. Y.
- Tetra Company, 350 N. Clark St., Chicago, Ill.
- Toro Mfg. Corp., 3042 Snelling Ave., Minneapolis, Minn. (Write for circular.)
- Treman-King Athletic Goods Corp., 224 E. Washington St., Syracuse, N. Y. (Write for catalog.)
- Trico Fuse Mfg. Co., Milwaukee, Wisc.
- United States Rubber Products, Inc., 1790 Broadway, New York, N. Y. (Write for catalog.)
- Victor Surgical Gut Mfg. Co., 4501 Packers Ave., Chicago, Ill. (Write for Bill Crocker's booklet, "Footwork and Balance in Tennis.")
- Ware Co., Walter F., 1036 Spring St., Philadelphia, Penn.
- Wayne Iron Works, Wayne, Penn. (Write for circular.)
- Weldon, Williams and Lick, Fort Smith, Ark.
- Wilson Sporting Goods Co., 2037 Powell Ave., Chicago, Ill. (Write for catalog.)
- Wisconsin Shoe Co., 523 Market St., Milwaukee, Wisc. (Write for circular.)
- Witchell-Sheill Co., 1635 Augusta Blvd., Chicago, Ill. (Write for circular.)
- Wright-Decoster, Inc., University Ave., St. Paul, Minn. (Write for circular.)
- Young, Inc., W. F., Springfield, Mass.

Summer Schools for Coaches

June, July, August, 1936

Akron Coaching School
June 22, 23, 24, 25, 26
Andy Kerr, Colgate University
Jimmy Aiken, Canton
McKinley High School

Butler University Coaching School

August 10-15
Fritz Crisler, Princeton
Noble E. Kizer, Purdue
Mal Elward, Purdue
Dr. Gordon Thomas and Lon Man
Paul (Tony) Hinkle, Butler
Everett Dean, Indiana
Tuition \$15.00—Room and Board \$10.00

Colgate University Coaching School

August 17-21
Andy Kerr, Colgate
Fred Swan, Temple
Les Hart, Colgate
Johnny Orsi, Colgate
Bob Gillson, Colgate
Jack Rourke, Colgate
Tuition \$15.00

Denver Coaching School

July 20-31
Bierman, Minnesota
Bible, Nebraska
Oakes, Colorado
Klum, Hawaii
Saunders, Denver
Hubbard, Denver
Mahony, Denver
Barry, University of Southern California
Scott, Colorado School of Mines
Gallagher, Oklahoma A. & M.
Long, Denver Golf Professional

Fort Wayne Coaching School

August 24-29
A. N. "Bo" McMillin, Indiana University
Ward "Piggie" Lambert, Purdue University

Cam Henderson Coaching School

August 17-22
Carl Snively, Cornell University
Clair Bee, Long Island University
Cam Henderson, Marshall College
Otto Gullickson, Marshall College

Indiana Basketball School

August 17-22
Craig Ruby, University of Illinois
Everett N. Case, Frankfort High School
Glenn Curtis, Martinsville High School
Cliff Wells, Logansport High School
Tuition \$15.00

Kansas State High School Coaching School

August 24-29
Madison Bell, Southern Methodist
Wesley Fry, Kansas State
Elmer Holm, Washburn College
Dr. F. C. Allen, University of Kansas
George Bretnall, Baker University
Tuition \$10.00

Minnesota Coaching School

June 15-20
Bernie Bierman, Minnesota
George Hauser, Minnesota
Dave MacMillan, Minnesota
J. D. (Jim) Kelly, De Paul

Dates and Addresses

Akron Coaching School, University of Akron, Akron, Ohio (June 22-26)

Blaney Park Coaching School, Blaney Park, Michigan (July 6-11)

Blue Mountain Coaching School, Blue Mountain, Mississippi (June 2-July 8 and July 9-Aug. 14)

Butler University Coaching School, Paul Hinkle, Director, Indianapolis, Ind. (Aug. 10-15)

Colgate University Coaching School, Wm. A. Reid, Director, Hamilton, N. Y. (Aug. 17-21)

Denver Coaching School, University of Denver, Denver, Colorado (July 20-31)

Fort Wayne Coaching School, Burl Friddle, Mgr., South Side High School, Fort Wayne, Indiana (August 24-29)

Cam Henderson Coaching School, Marshall College, Huntington, W. Va. (Aug. 17-22)

University of Illinois Coaching School, Urbana, Illinois (June 16-Aug. 8)

Indiana Basketball School, Berry Bowl, Logansport, Ind. (Aug. 17-22)

Indiana University Coaching School, Bloomington, Ind. (June 17-July 14)

Kansas State High School Coaching School, E. A. Thomas, Director, 315 West Tenth St., Topeka, Kans. (Aug. 24-29)

University of Michigan Coaching School, Ann Arbor, Mich. (June 29-Aug. 21)

Minnesota Coaching School, L. F. Keller, University of Minnesota, Minneapolis, Minn. (June 15-20)

Morningside College Coaching School, J. M. Saunderson, Director, Spirit Lake, Iowa (Aug. 17-22)

University of North Carolina Coaching School, E. R. Rankin, Secretary, Chapel Hill, N. C. (Aug. 17-29)

Northeastern University Coaching School, Prof. E. S. Parsons, Secretary, 316 Huntington Ave., Boston, Mass. (June 22-27)

Northwestern Coaching School, Alex J. Nemzek, Moorhead, Minn. (Aug. 24-29)

Northwestern University Coaching School, Evanston, Ill. (Aug. 17-29)

Ohio State University Coaching School, Columbus, Ohio (June 22-Sept. 4)

Pio No No Coaching School, Milwaukee (St. Francis), Wisc. (Aug. 24-29)

Sam Houston State Teachers College Coaching School, Huntsville, Texas (July 16-23)

Texas High School Football Coaches Association Coaching School, H. N. Russell, Masonic Home, Fort Worth, Texas (Aug. 3-8)

Shaker Heights Coaching School, Harry Newman, Director, Shaker Heights High School, Cleveland, Ohio (Aug. 20-29)

Utah Agricultural College Coaching School, Logan, Utah (June 8-12)

West Texas State Coaching School, Al Baggett, Director, Canyon, Texas (June 3-10)

University of Wisconsin Coaching School, Madison, Wisc. (July 29-Aug. 7 and June 29-Aug. 30)

University of North Carolina Coaching School

August 17-29
R. A. Fetzner
E. R. Rankin
Raymond Wolf
W. D. Skidmore
John Vaught
G. E. Shepard
Bunn Hearn
M. D. Ranson
P. H. Quinlan
Tuition \$10.00

Northeastern University Coaching School

June 22-27
Bierman, University of Minnesota
Clark, Detroit Lions
Wieman, Princeton University
Swan, Temple University
Bee, Long Island University

Northern Coaching School

August 24-29
Fritz Crisler, Princeton
Tad Wieman, Princeton
John Getchell, Big Ten Official
Everett Dean, Indiana
Marsh Diebold, Carleton
Tuition \$15.00

Northwestern University Coaching School

August 17-29
Bernie Bierman, Minnesota
Lynn Waldorf, Northwestern
Burt Ingwersen, Northwestern
Dutch Lonborg, Northwestern
Frank Hill, Northwestern
Tom Robinson, Northwestern
Ted Payseur, Northwestern
Paul Bennett, Northwestern
Carl Erickson, Northwestern
Ade Schumacher, Northwestern
Tug Wilson, Northwestern

Pio No No Coaching School

August 24-29
Shaughnessy, Chicago
Boland, Notre Dame
Clapp, Idaho
Chandler, Marquette
Kluge, Milwaukee State
Dermody, Loyola
Penwell, Milwaukee State
Dyer, Milwaukee School Board

Shaker Heights Coaching School

August 20-29
Noble Kizer, Purdue
Don Peden, Ohio University
Ray Watts, Baldwin Wallace
Ward Lambert, Purdue
Brandon Grover, Ohio University
Steve O'Neill, Cleveland Indians
Rogers Hornsby, St. Louis Browns
Bill Wamby, Tris Speaker, George Uhle
Tuition \$15.00

Texas High School Football Coaches Association Coaching School

August 3-8
Francis A. Schmidt
Matty Bell
Raymond "Bear" Wolf
Bernie Moore
Leo "Dutch" Meyer
J. B. "Ears" Whitworth
Tuition: \$10.00 (Members)
\$15.00 (Non-Members)

West Texas State Coaching School

June 3-10
Leo Meyer, Texas Christian
Raymond Wolf, Texas Christian
Jack Meagher, Alabama Poly
Carl Voyles, Duke University
Blair Cherry, Amarillo High School
Glen Rose, University of Arkansas
"Chuck" Taylor, Basketball Professional
Dr. Harry A. Scott, Rice Institute
Tuition \$15.00

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AMERICAN OLYMPIC TRYOUT SCHEDULE for JUNE and JULY, 1936

Pentathlon (Modern), June 4-7, Final, West Point, N. Y.
 Cycling, June 7, Semifinals (Sectional Finals).
 Track and Field, June 19-20, Semifinal, Men, National Collegiate A. A., Chicago, Ill.
 Swimming, June 19-20-21, Semifinal, Men, National A.A.U., Des Moines, Ia.
 Gymnastics, June 20, Final, Men, New York, N. Y.
 Baseball, June 20-30, Semifinals, Palo Alto, Calif., and Des Moines, Iowa.
 Field Hockey, June 21, Final, Philadelphia, Penna.
 Swimming, June 25-28, Semifinal, Women, Manhattan Beach, N. Y.

Track and Field, June 26-27, Semifinals, Men, Los Angeles, Calif., Milwaukee, Wis., and Cambridge, Mass.
 Decathlon, June 26-27, Final, Milwaukee, Wis.
 Canoeing, June 27-28, Schuylkill River, Philadelphia, Penna.
 Baseball, July 1-12, Final, Baltimore, Md.
 Rowing, July 2-3-4, Eight-Oared, Final, Carnegie Lake, Princeton, N. J.
 Rowing, July 3-4, all but Eight-Oared, Final, Philadelphia, Penna.
 Water Polo, July 3-4-5, Final, Chicago, Ill.
 Diving, July 3-4-5, Final, Men, Chicago, Ill.
 Weight Lifting, July 4, Final, Philadelphia, Penna.

Track and Field, July 4, Final, Women, Providence, R. I.
 Cycling, July 5, Final, Washington, D. C., or Philadelphia, Penna., or Paterson, N. J.
 Swimming, July 9-10-11, Final, Men, Rocky Point Pool, Providence, R. I.
 Yachting, July 10-11-12, Final, International Star Class, Great South Bay, N. Y.
 Track and Field, July 11-12, Final, Men, Randells Island, N. Y.
 Swimming, July 11-12, Final, Women, Astoria, Long Island, N. Y.
 Team Sails, July 15, from New York, N. Y.
 Nineteen Sports, August 1-16, Olympic Games in Berlin, Germany.

PUBLISHED MONTHLY except July and August by The Athletic Journal Publishing Company, 6858 Glenwood Avenue, Chicago, Illinois, Member Audit Bureau of Circulations. Request for change of address must reach us thirty days before the date of issue with which it is to take effect. Duplicate copies cannot be sent to replace those undelivered through failure to send advance notice.

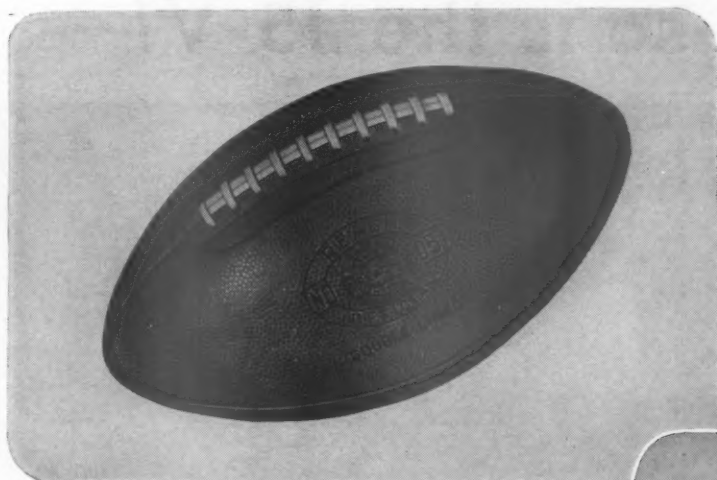


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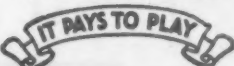


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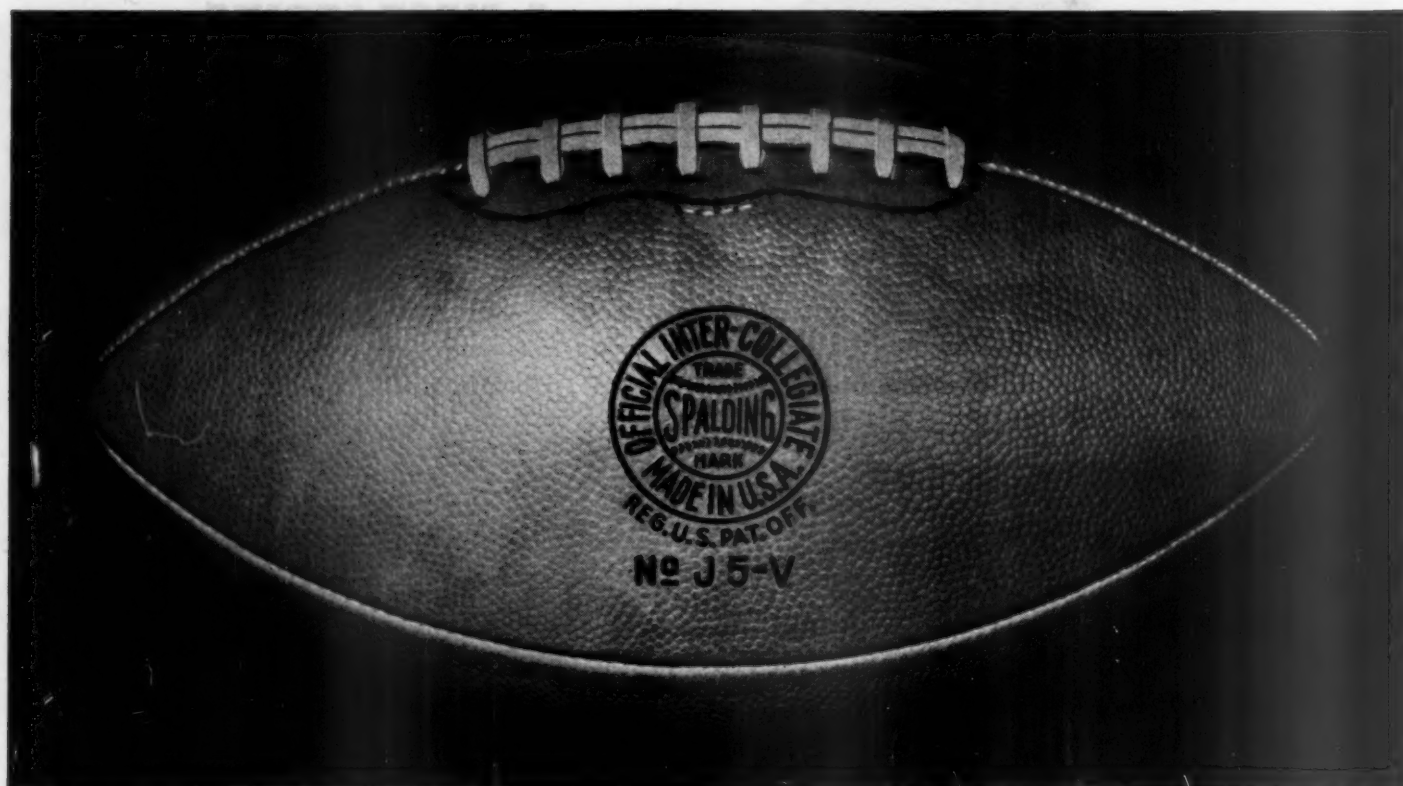


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1936 FOOTBALL EQUIPMENT

Harvey Wallender of the University of Texas hitting the tape at the finish of the 100-yard dash at the 1935 Kansas Relays. He has a smooth pendulum stride. His arms are low, throwing him into a float after the finish.



Working With Sprinters

By Conrad M. Jennings
Marquette University

THE boy who reports to the coach for the sprints must have one dominant characteristic if he is to succeed—he must have speed. He must have that nervous reaction that enables him to make his legs travel faster than the next man's.

In looking over the great sprinters in the last decade we find that they do not run to a definite type. They vary in build and form in running. In the last Olympics we had short and squatty Eddie Tolan, who fairly skimmed along the ground; Ralph Metcalfe, weighing 186 pounds, who drove and dug down his lane; and George Simpson, a man with a fairly slender body and with legs swinging in pendulum fashion. We can in a rough way place most sprinters in two classes: the top runners, who accentuate the pull and the power, and the diggers, who drive hard with the legs. We can place the others somewhere in between these two types.

Regardless of the type, the athlete who is to succeed in the sprints must be born with the inherent quality of speed. The smart coach will not try any radical changes in his form of running. Habits acquired from childhood to maturity are hard to change. Even where corrections can be made, the altering of muscular activity, being set over a long period of years, may work harm rather than good.

The Training Program

IT is not my thought to give the impression that the coach cannot help the sprinter. Quite the contrary! I want to

caution the young coach who may have the idea that there is but one orthodox way of sprinting and a set formula for coaching sprinters. Each individual is a separate problem and must be handled according to the type and the need of that individual.

In a general way I should like to describe my way of working with sprinters.



Illustration 1—Jesse Owens of Ohio State University pictured in the drive out of the holes. His body inclination is practically perfect. Note his vigorous arm and leg action. Every movement is in a straight line forward.

Usually I divide the training period as follows: (1) conditioning period; (2) competition before peak and (3) competition at peak. During the first period, as the name indicates, the athlete spends most of the time toning up his muscles. Much time is spent in jogging, striding and calisthenics. During this early period there is no attempt to get speed. Stress is laid on correct leg and foot mechanics. Exercises, such as dancing on the mat and bringing up the knees to accentuate hip drive, are given each day. After periods of jogging, calisthenics and setting-up exercises are given to build up the abdominal and chest muscles in conjunction with deep breathing.

During periods of striding, corrections are given in arm and leg action. The sprinter is given striding along a straight line. Swaying of shoulders and pivoting on the balls of the feet must be watched and corrected. It is the object during this period to do as much as possible to promote correct body mechanics and to impress on the athlete the importance of economy of effort. I still believe in the old axiom that a straight line is the shortest distance between any two points. Early in the season, the sprinter is not under the stress of competition, the striding is not fast, and he can concentrate.

Starting

A PERIOD of three to four weeks is spent with this procedure. In the last three weeks of this period I add practice in starting and short dashes. The



Illustration 2—Robert Grieve of the University of Illinois on his marks. He is using the orthodox start. His position is comfortable. There is no cramping of the legs. Grieve's body and legs are in alignment.

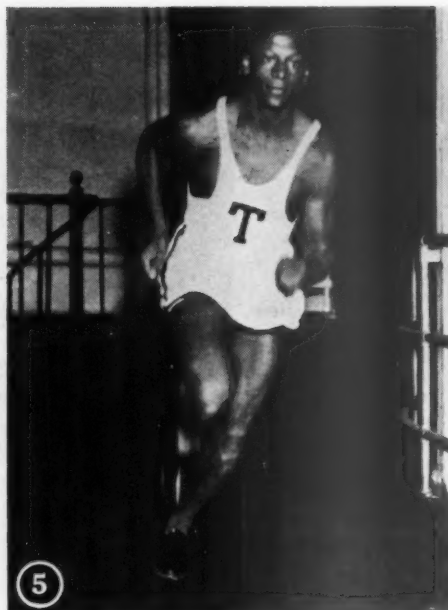


Illustration 3—Robert Collier of Indiana University using the "bunch" start. Many sprinters use this form of start, claiming quicker getaway.



Illustration 4—George Anderson of the University of California in the first stride out of the blocks. He has good hip action and vigorous arm drive. He is digging for momentum. His torso is at the right inclination, indicating that the weight at the start was distributed evenly on both feet.



Illustration 5—Eulace Peacock of Temple University running relaxed. Note the fine arm and leg action.



Illustration 6—Foy Draper of the University of Southern California putting on a spurt. He has vigorous arm action and is inclined to be a top runner. He has a tendency to sway his shoulders and pivot on the balls of his feet, which causes weaving in the lane.



Illustration 7—Milton Holt of Fresno State College in the third stride from the start. Note the fine hip action. In this illustration his left arm is thrust too high and his right arm is too far back.



Illustration 8—George Boone of the University of Southern California.



Illustration 9—Herman Neugass, Tulane University sprinter.

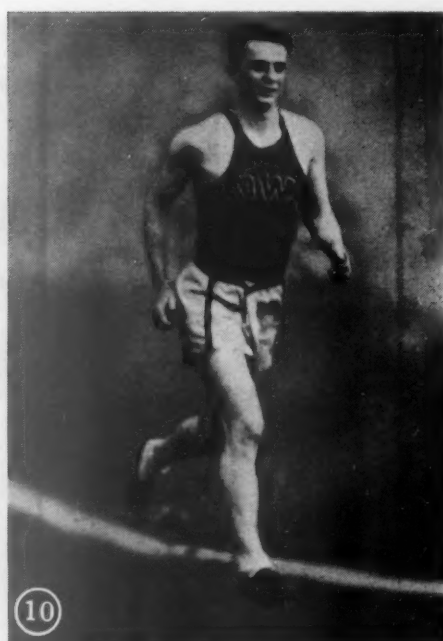


Illustration 10—Andrew G. Dooley of the State University of Iowa.

type of start that I favor is the "bunch" start. I am of the opinion that when the runner is "set," this start brings the body in a more forward position and enables a quicker getaway than any other type of start. This start is demonstrated by Robert Collier in Illustration 3.

Many coaches still advocate the orthodox start. Tom Keane, the veteran coach at Syracuse University will give you a good argument that it is the best form in starting, but I still prefer the "bunch." The form used by Robert Grieve in Illustration 2 is a slightly modified orthodox start. In the orthodox start the right knee is on the same line as the instep of the left foot.

In the early lessons in starting, I do not lay stress on quick starts but rather on form and action in coming out of the blocks. It is during this period that the first stride should be watched, and that attention must be given to see that the arm drive is correct, that the torso is at the right inclination and that the athlete does not come "up" out of the blocks. Excellent form in coming out of the blocks is shown by George Anderson in Illustration 4.

It is toward the end of this period that I start the work on quick starts and 50-yard dashes. I have the sprinters work at least three or four times a week on starts. Twice a week I have the men take "wind sprints." These serve a two-fold purpose—one to develop stamina and the other to bring about relaxed running. Many sprinters in their desire to put on speed lose their form. They are somewhat like the golfer who tries to "kill" the ball.

Wind sprinting teaches relaxed running. It trains the muscles to co-ordinate properly and gives the athlete the feeling of power. It is my opinion that relaxation is

the most difficult factor in sprinting to master and it is doubly hard for the nervous type of athlete. It is primarily the mental and the nervous type who must do a lot of "wind sprinting" to overcome this handicap. Illustration 5 of Eulace Peacock shows relaxed sprinting.

Competition Before Peak

DURING the second period, that of competition before the sprinter has reached his peak, I give the athlete considerable work. On Monday, I map out

BORN at Jennings, Kansas, April 2, 1886, Conrad M. Jennings was educated at South Division High School, Milwaukee, Wisconsin, and at the University of Michigan, where he competed in cross-country and sat at the feet of Alvin Kraenzlein and Keene Fitzpatrick. After several years as a forest ranger in the Canadian wilds, he returned to Milwaukee and joined the faculty of the West Division High School. Marquette University called him in 1922 as track coach, and since 1926 he has been athletic director as well as coach of track and field at the Milwaukee institution. Under Coach Jennings, Marquette has made remarkable strides in track and field activities, and, partly through his efforts, Milwaukee has become noted as one of the most "track-minded" cities in the country. The illustrations used with this article by Coach Jennings are of sprinters on the Collegiate Honor Roll in the 100-yard and 220-yard dashes for 1935. In his article, Coach Jennings offers no magic formula that will make champions of all sprinters. As he states, "Coaching a sprinter is primarily an individual job." However, he offers the underlying principles that may easily be adapted by the intelligent coach to meet the needs of individual sprinters under his direction.

calisthenics, jogging, striding and wind sprinting. On Tuesday, I work him on starts—two 40-yard dashes at full speed and a 70 at three-quarters, finishing up with jogging. On Wednesday, I have him do considerable jogging; striding through two 220's, and I finish up the work with a 60 at full speed. Thursday, I again get back to work on starts, making corrections, and give at least six quick starts. I have the sprinter go through three 40's at full speed and wind up the afternoon's work with a 220-yard dash. In this workout I have him sprint to the 50-yard mark, then float 100 yards and then at 150 yards increase his speed until he reaches the 200-yard mark and finally put on a 20-yard sprint. On Friday, I prescribe complete rest or at the most easy jogging. Saturday, of course, is the day of competition.

Competition at Peak

DURING the third period, that is, when the sprinter has reached his peak, I minimize his work. On Mondays, I schedule jogging and wind sprinting; on Tuesdays, work on starts (approximately six starts)—one 70-yard dash at full speed; Wednesday, a few starts and a 220-yard dash with a fast start, a float and a fast finish; Thursday, light jogging; Friday, complete rest; and Saturday, competition.

It is my thought that during this period hard workouts should be minimized. The great asset for the sprinter is to have pent-up energy for the day of the race.

I mentioned earlier that coaching a sprinter is primarily an individual job, that each athlete offers a separate problem. This schedule I have outlined might not meet the needs of all but I believe the underlying principles of training will be suitable to sprinters in general.



This Game Called Lacrosse

By Thomas J. Marsland

SINCE in this country we have been able to adapt ourselves with much pride and success to games which have been brought from other lands, often of course with such modifications as met our needs, why could we not adopt this game called lacrosse?

This sport from a historical standpoint is really our national game, as it goes back for its origin to the Iroquois, the Mohawks, the Algonquins and various other Indian tribes, who were known to be playing the game shortly after Wolfe conquered Quebec.

At that time in Canada, the various tribes would get together to play, several hundred Indian braves participating on each side. A hickory tree was taken in its early growth and a half twist was put in it so that one end of the stick could be made like a shovel. The opposite end was hewn to form a handle. A few holes were made on one side of the stick, and it was then interlaced with gut to form a guard. At the other end of the stick a basket or cradle for carrying the ball was also made of gut.

Often the Indians would appear with a huge blanket covering each one, a lacrosse stick in one hand and a tomahawk in the other, generally on a large field, where several hundred would engage in combat from dawn until dusk. English officers were often enticed into the game and sometimes never played again! However, this game has changed considerably since that time. The principal part of the game least

changed is the name, which apparently was derived from the bishop's crozier, hence "crosse," and finally "lacrosse."

The Modern Game

IN Canada we find in numerous cities, and around all the Indian reservations, lacrosse teams. As we have taken almost everything from the Indians, let us see what we have done with this game.

A field is procured 110 yards long and 70 yards wide. At each end is placed a goal six feet high and six feet wide, covered with a net. Twelve men are chosen on each side. These are named goal tender, point, cover point, first defense, second defense and third defense, all stationed in the defensive part of the field; and on the offensive we find a center, first home player, second home player and third home player, and inside and outside home play-

ers, whose positions are to the right and left of the goal on the offensive.

A rubber ball is procured which is much like a tennis ball in size, but a little harder. The players are equipped with rubber-soled, canvas shoes, shorts, sweaters, a light helmet, a pair of gloves similar to a hockey glove and shoulder pads. It may be readily understood the player needs some protection in a game where there is no offside play, where he has a stick and where stiff bodily contact is prevalent.

Visualize the speed that the ball travels on the basketball court, and then picture how rapidly this lacrosse ball can be transferred from one end of the field to the other, since, after the art of stick handling is acquired, the ball cannot only be thrown great distances but also be handled very speedily.

Now let us drop back to the goal tender, who incidentally has to have more protection than the other players. His equipment should consist at least of a heavy protector on the order of a baseball catcher's, and he may, should he so desire, have shin guards if they are of no hindrance. He must also have other protection, and we find a crease is marked off, extending eighteen feet out in front of his net, where a forward pass may not be accepted, since it will be seen the goal tender would have no chance to save in this event.

In this game, which in Ontario is played in four quarters of fifteen minutes each, with five minutes of rest between quarters,

AS player and coach, Thomas J. Marsland has followed lacrosse closely for many years. He was a star player and assistant coach of the West St. Catharines, Ontario, lacrosse team from 1920 to 1926. This team was Ontario semifinalist in 1921. At the present time, Mr. Marsland is living in Salem, Oregon, and is eager to see his favorite sport receive more attention in the high schools and colleges of the United States. As he points out, lacrosse teams from the United States have often demonstrated their superiority over Canadian teams.

action is almost continuous. On few occasions is there a scrimmage or face-off for the ball. The players' condition can soon be determined. As in football, team play is essential. Let it be here stated that lacrosse can be played without any unnecessary roughness. If the coach thinks twelve men are too many, let him play ten, dropping the third attack and third defense. He may also cut down the size of his playing field and make it, instead of 110 yards by 70 yards, 90 by 50 or 60 yards.

Let us briefly go over the rules. A player may body check when the offensive players have the ball. He may use his stick to jab or by devious means gain possession of the ball. At the same time he is not allowed to touch the ball with his hand, nor hold it in the stick in this manner. He must not cross-check, which consists of roughing an opponent with the stick, nor may he trip or hold a player who inflicts an injury on another. No



Thomas J. Marsland

player may get ahead of the play except at the face-off, at which time a man out of position would, of course, have the advantage. In this respect it differs from its half brother, hockey, and then, too, of course, it is a summer or spring sport, and not a winter pastime.

Lacrosse in School and College

TO my knowledge there has never been a fatality connected with the game in Canada, other than the ones the Indians committed in early days. The game is played in numerous Canadian cities, there being juvenile leagues, with an eighteen year age limit, a junior league with a twenty-one year age limit, and a senior league. There has also been, at times, a professional league.

The writer is hopeful that lacrosse will be given a trial at more of our colleges and high schools as a builder of character
(Continued on page 39)

Pitching and the Development of the Young Pitcher

By Judson A. Hyames
Western Michigan Teachers College

IN the minds of many boys, pitching is probably the most important phase of baseball because the pitcher becomes the center of defensive play. By some writers pitching is rated as 75 per cent of the game.

The dream of being the winning pitcher and having the approval of the crowd is most attractive, but few boys realize the price that must be paid through the medium of hard work in mastering the fundamentals in order to become proficient enough to get the call from high school up through to the majors. Many boys with native ability and considerable skill are never heard from because they are not willing to pay the price of hard work. They are satisfied to be just mediocre and live the life of a "half-tried" man. This "half-tried" man is one of the tragedies of life. A number of men have been outstanding in college competition and exceptionally attractive to major league scouts, and then have found their careers cut very short in professional ball because they failed to possess the desire to hustle. A manager or coach will go a long way with the pitcher who is always working and trying to improve himself.

Control

ONE of the first fundamentals of a good pitcher is that he loves the game and enjoys testing his skill against the batter. He is not always as effective as he would like to be. However, if he has the competitive spirit, he does not quit when the

AT Western Michigan Teachers College of Kalamazoo, Judson A. Hyames is athletic director as well as baseball coach. His record entitles him to consideration as one of the outstanding college baseball coaches of the country, and his appointment a short time ago as a member of the American Olympic baseball coaching staff is a recognition of this fact. Now in his fifteenth year of coaching baseball at Western, he has gone through fourteen years without a losing team, his teams in the fourteen years having won 162 games, lost 55 and tied 1, for a grand average of .754. During the past four years, during which time his teams have won four straight Michigan championships with the loss of a single contest, the Western Michigan Teachers have played 31 baseball games with Western Conference teams, losing 4 and winning 27, a feat that has stamped the Hilltoppers of Kalamazoo as among the outstanding university or college baseball teams of the United States.

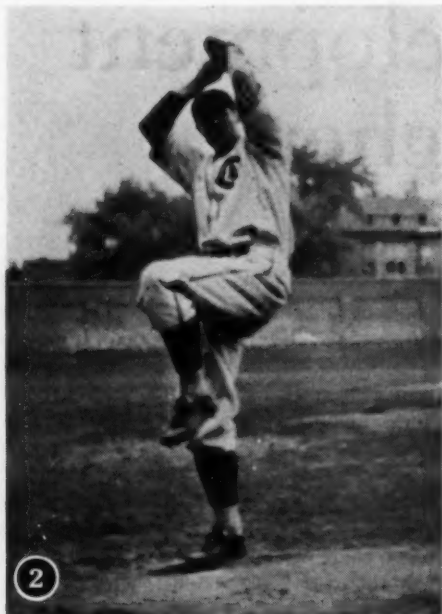
game is going against him but works all the harder to become the master.

The ability to perform skillfully does not come overnight, but takes much time and practice, and is really a growth. Control, the first requisite of a successful pitching career, really has its beginning very early in the boy's life. What a handicap to the boy who loves baseball as an activity to find himself in a high school where baseball is not played! He must either get his training in the vacant lot without proper guidance or wait until he

goes to college. This lack of fundamental coaching shows up when the boy comes out for his college work. The college coach must start at the beginning and work slowly, helping the boy to help himself in establishing right habits and correct form. This effort is often made much more difficult for the boy when he must unlearn many incorrect habits before he can "start from scratch." Sometimes the incorrect habits are very deeply seated.

Pitchers may work hard in developing a fast ball and their curves as well as a good change of pace, but, if they cannot keep out ahead of the batter or they are walking many men each game, their ability will do them little good. It is not how much "stuff" the pitcher can get on the ball, but whether or not he can use it. Control does not mean putting the ball in the center of the plate, but getting the ball over the plate where it is not easy for the batter to meet it squarely. A pitcher should keep out in front with the strikes rather than let the batter get him in a hole with three balls. He has seven ball players behind him, and they should have a chance to throw the runner out, which is better than letting the batter walk on four balls.

One method used in helping a pitcher to visualize his progress in control is to keep a running record of balls and strikes pitched in his workout and to have a batter standing in the batter's box during the trials. This procedure allows the pitcher to work on a batter as he does in a game,



instead of pitching to a plate, as is so often done.

Condition

CONDITION is one of the first considerations in early spring, for upon condition depends much of the future success of any ball player. A pitcher, like any other ball player, is as good as his legs and no better. How often attention is given to getting the arms, shoulders and abdomen ready for a hard season, to the neglect of the legs and feet! Many a pitcher has lost his control and failed in the fifth or seventh inning, not because the old cunning and skill of the arm have failed but because the legs have weakened in the constant pounding of the step and the push-off from the pitching rubber. In other words, it is possible to have a twelve-inning arm but seven-inning legs, and the leg failure is just as serious as the arm failure.

After general conditioning, and this should carry on through the whole season, much attention should be given to the development of the mobility of the wrists. It is this wrist-snap that means so much to the successful pitcher in getting the sharp breaks on not only the fast ball but the curve ball as well. The time is past when the pitcher with the old slow or "logy" curve, as it is known in baseball, gets much consideration, for the demand seems to be for a boy with a sharp-breaking curve, which is much more difficult for the batter to follow or to time correctly.

The old slow curve was thrown by starting the turn of the wrist as the pitcher began his delivery from the shoulder. With the sharp-breaking curve the wrist-snap comes at the finish of the delivery. This ball is thrown with the same type of delivery and with the same speed of the arm as the fast ball. This requires a very mobile wrist and often takes considerable work on the part of the pitcher to develop. Again, hard work is the answer. However, the pitcher should be cautioned not to continue the practice after the arm begins to feel heavy. This is apparently nature's way of saying "enough for today,"

The accompanying illustrations are of Bill Lee, pitcher of the Chicago Cubs. They are from a motion picture film and illustrate a complete pitch.

Illustration 1—Lee is demonstrating good stance on the rubber. The position of his right foot should be noted particularly.

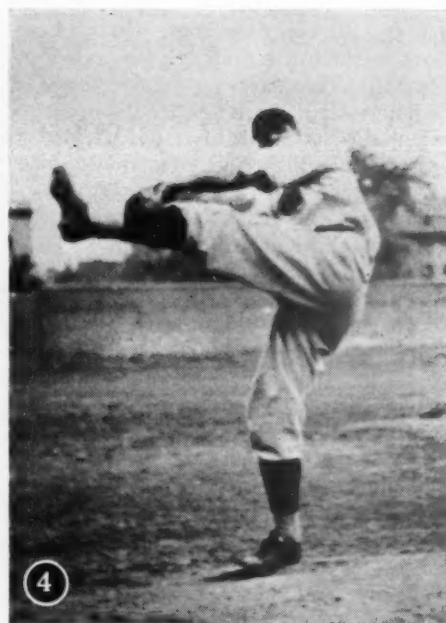
Illustration 2—Lee is beginning his body-turn, preparatory to bringing his right arm down and back.

Illustration 3—The position of the ball is fairly well covered by the glove, and Lee is continuing the pivot.

Illustration 4—Lee is at the top of the leg swing in preparation for getting his body back of the pitch.

Illustration 5—Lee's pitching arm is fully extended and the body swing is such that the ball and the flexed wrist may be seen.

Illustration 6—The body swing is coming back into the pitch.





and the wise boy heeds this warning. Some coaches have found that Indian club swinging has proved to be a good developer of the mobile wrist as well as of strength and grip in the hand. Strength of the fingers seems to be a factor in helping to give spin to the ball.

Stance and Balance

FOLLOWING these fundamentals, the pitcher should consider the proper stance on the pitching rubber. Many a pitcher has been chosen in close competition because he knew how to stand on the rubber and had a free, easy movement. This free, easy movement is often a determining factor in the length of a pitcher's career in baseball. A jerky movement with an elbow-snap often means a short career. These things are very important to the men who buy baseball service. The stance on the pitching rubber is quite important, because of the body-turn, even though the rubber is only six inches wide. It is surprising how much more of a body-turn the pitcher can get if his front foot is hooked over the front of the rubber and the toe of his back foot is just touching the back part of the rubber than if he stands with both feet parallel and squarely on the rubber. Most pitchers quickly realize the advantages of the former stance when they try both stances.

The balance at the finish of the pitch is very important, for one of the fundamental requirements of a pitcher is that he must be able to field his position in a creditable manner. Good fielding will depend much upon this squaring-up after the pitch so that the pitcher can field bunts on either side. One of the best ways to develop this fundamental is to make the practice similar to the game. Have the pitcher work off the mound and have batters bunt to his right and to his left until he senses the value of balance. Another consideration in developing efficient pitching is to set up such practice procedure that after the ball is hit the pitcher will anticipate the play that should follow and back up this play or cover open bases, rather than stand still in the infield.

Illustration 7—In this and the two following illustrations, Lee is giving a good demonstration of the push-off from the pitching rubber, as well as of the wrist-snap.

Illustration 8—A comparison of the position of Lee's right arm in this and the illustrations immediately preceding and following it reveal the overarm motion used by Lee.

Illustration 9—The wrist-snap used by Lee is evident in this illustration.

Illustration 10—The full extension of the arm in the release of the ball out in front of the body is shown in this picture.

Illustration 11—In this picture are shown the follow-through after the release of the ball and the beginning of the squaring-up for balance at the completion of the pitch to good position for fielding.

Illustration 12—The finish of the follow-through, the leg swing and the squaring-up are shown in this picture.



There are too many standing pitchers and not enough moving ones.

Pitching With Men on Bases

ANOTHER failure on the part of many young pitchers is found during their workout sessions. They work on control and on various types of pitches, but always as if there were no men on bases. Then, when they come to pitch a game and men get on bases, they are bothered because a different stance is necessary, one which seems a little unnatural. This often causes poor control. Many otherwise good pitchers have to be removed from games because of lack of control resulting from insufficient practice in this situation. During a pitcher's workout, he should never

fail to devote a part of his time to developing a stance to be used when men are on the bases. The more the pitcher can visualize the situation the more natural are the habits he develops.

Another consideration in helping to develop good pitching is the holding of men on bases. This involves much work in covering up movements that give away the pitcher's intention of either delivering the ball to the batter or to the first baseman, for it is often said that more baserunners steal on the pitchers than on the catchers. Again, the more natural the pitcher can make this practice, the better results he can achieve. The pitcher who learns to work efficiently with his shortstop and second baseman in holding men close to sec-

ond base undoubtedly keeps many men from scoring on a single, and, for every run kept away from the plate, the pitcher's team has to get just that many less in order to put him in the winning column.

The writer of this article has not touched upon the offensive strength of the pitcher, but has suggested many demands in developing physical skills. But if all these possibilities were realized, the pitcher would still have seriously to consider his development in the field of mental reactions; for the game of baseball is as much mental as physical, and physical skills highly developed are usable only as mental reactions will allow. As a whole, baseball is a great game and a great challenge to all who try to qualify.

Three Simple Ways to Make a Sprinter Run Faster

By W. T. Swenson
University of Iowa

PERHAPS at the outset we should agree that speed in sprinting is pretty much an innate thing. The average high school youth reporting for track the first time either has it or he doesn't have it; and all of the coaching methods in the world will not make a Jesse Owens out of a boy who cannot run a hundred yards in less than 12 seconds after a week of training.

Most track coaches would not subscribe to this theory if applied to middle and long distance men, where other factors enter into the picture. Here the correlation between initial and ultimate performance certainly would not be so close.

Assuming then, for the sake of argument, that we will first have to be provided with a boy who has more than the average sprinting ability in order to make

AS a student at Cedar Rapids, Iowa, High School, W. T. "Ted" Swenson was a member of the championship one and two mile relay teams at the Penn Relays in 1921. While attending the State University of Iowa, he ran the 440-yard dash in 49 seconds and cleared 6 feet 2 inches in the high jump. He was also a member of the Iowa mile relay team of 1926 that won at the Texas, Kansas and Drake Relays. After coaching successfully for two years at Clarinda, Iowa, High School and three years at Scottsbluff, Nebraska, High School, he returned to Iowa as assistant varsity and freshman track coach.

a champion of him, there are still three things which almost any sprinter can do to improve his time, and which can be easily taught by the average coach. These

are (1) use of starting blocks, (2) use of the "bunch" start and (3) elevation of the hips.

Studies made at the University of Iowa in 1933 by T. C. Hayden and G. A. Walker showed that the use of blocks invented by G. T. Bresnahan in 1927 definitely got the sprinter away faster, and further studies by A. D. Dickinson showed that the sprinter also reached a distance of seven feet from the starting line in less time with the use of blocks.

The consensus among coaches is I believe that the "bunch" start, with the feet close together at the start, is faster than any other type, and this belief is borne out by the results of research. A. D. Dickinson in 1934 showed that with the front foot placed from eleven to eighteen inches back of the starting line, and the rear foot nearly opposite the heel of the front foot, the fastest start was secured. T. K. Cureton of Springfield College, Springfield, Massachusetts, also found that a relatively short first step, of 2 feet 10 inches, in front of the starting line produced faster results than first steps averaging one to two feet longer.

Results of research by Ray White at the University of Iowa, under the direction of Dr. W. W. Tuttle, showed that with the sprinter's hips slightly higher than the shoulders the best results were secured, and the sprinter got away from his starting blocks significantly faster.

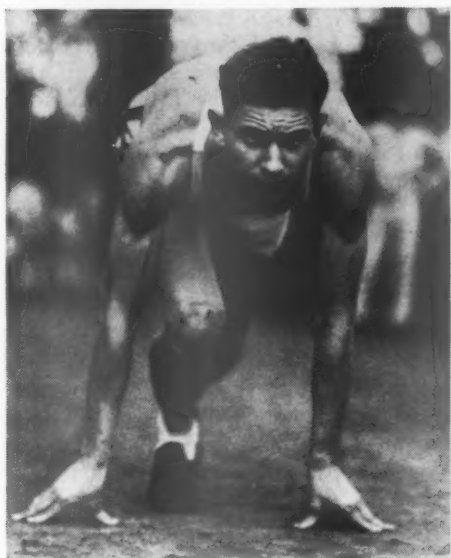
In passing, it might also be mentioned that a long "hold" by the starter, of approximately 1.6 seconds, will also improve the sprinter's time.

So the high school sprinter who desires to emulate Owens, Tolan, Paddock, Wykoff and other champions would do well



Charles Nimmo of Stanford University illustrating what is called the "normal" start, the style used by most sprinters. Note that not quite so much weight is carried on the hands as in the "bunch" or "bullet" start illustrated by Klopstock.

to use blocks, get his hips up and use the "bunch" start.



Sam Klopstock of Stanford University in the "bunch" or "bullet" type of start. His feet are close together, his back is arched, and most of his weight is carried on his hands.

The three common types of starts are illustrated in the pictures of Charles Nimmo of Stanford University, Glen Hardin of Louisiana State University and Sam Klopstock of Stanford University. In what is usually called the "normal" start, used by Nimmo and most other runners, not so much weight is carried on the hands as in the "bunch" or "bullet" start, demonstrated by Klopstock.

In the elongated type of start, used by Hardin, the feet of the runner are farther apart than in either of the other two types. While this start has been shown to be slower for most men, there are some individuals who seem to use it to better advantage than either of the others. The back is level, and the weight is evenly distributed on the feet and hands, as may be seen in the illustration.

Klopstock's picture illustrates the "bunch" or "bullet" type of start. The feet are close together, the back is more arched than in either of the other two starts and most of the weight is carried on the hands. In this type of start, the runner gets off his marks faster, as was proved in my thesis on the start, but is

forced to work his arms more rapidly to overcome the pitching effect.



Glen Hardin of Louisiana State University using the elongated type of start. His feet are farther apart than if he were using either of the other two types. His back is level, and his weight is evenly distributed.

Approaching and Putting

By V. V. Gilcrease
Alameda, California, High School

This article will deal principally with the putting and approaching phase of the game.

Putting Stance, Grip and Stroke

THERE are nearly as many variations in the putting stance as there are players, and it cannot be said that any one of the many is the right or wrong one. The individual should choose the one that seems most comfortable and in which he is most relaxed. After some experimenting he will arrive at the stance which seems to fit him best and produces the most satisfactory results. There are a few points, I believe, which will help every one in this part of the game.

Grip the putter with the first finger of the left hand overlapping the little finger of the right, the reverse of the grip on all other clubs. This allows the full grip of

the right hand, which does the hitting. Place both thumbs directly on top of the shaft and pointing straight down it. Keep the back of the left hand and the left elbow toward the cup. This tends to keep the putting stroke true to line and prevents the common error of pulling the putt to the left where the majority of putts are missed. Use the left hand largely as a guide while you let the right hand exert the energy of the stroke.

Another common error of putting is too much back swing with too little follow-through, causing the ball to be jabbed instead of stroked. There should be a smooth pendulum rhythm to insure accuracy. The farther back from the ball you take the putter on the back swing, the greater the chance of the putter getting out of line. Hence, take it back only far enough to stroke the ball into, or, if missed, slightly past the cup. Some players use only the wrists in putting, while others employ a movement of the arms, or a combination of wrists and arms. There are excellent players using all three methods, and this is another matter for the individual to decide for himself.

Important Factors in Putting

BEFORE making a putt, and not afterwards as is often the case, there are several factors you should consider. Notice whether or not the grass lies toward your ball or with it, the length of the



V. V. Gilcrease

IT is a well known fact that most golf matches are won and lost on the putting green. In spite of this, the average golfer spends little time or thought on his putting, utilizing what little spare time he has on his long game, where, after all, lies the biggest thrill. However, if he expects to play in the elusive seventies he must spend a great amount of time with the delicate shots on and around the greens.

SINCE graduating from the University of California in 1923, V. V. Gilcrease has devoted much of his time to the coaching of golf. He has taught the game to individuals on private courses and to high school students. For the third year, he is coaching golf and basketball at Alameda High School. In this article, he discusses a phase of golf often neglected in practice. Another article on golf by Mr. Gilcrease appeared in the May issue of this publication.

grass and its dampness. Where greens are contoured, it is worth while to go several feet behind your ball on line with the cup to see if there is a break to the right or left. Then go to a position at right angles with the line of your ball to the cup and decide whether or not you will have to putt up hill or down. After you have taken your stance and have the above information well in mind, you must keep your eye strictly on the ball while stroking it. Neglect of this important point sometimes causes scraping the grass behind the ball or even partial topping.

Utmost confidence is very essential for good putting and once this is lost you can easily three-putt yourself into a frenzy. Keeping a mental picture of the ball rolling into the cup as you make the stroke is a big aid to confidence, but after a couple of three-putt greens you may have to admit the picture is hard to see. So much for the putting.

Selecting the Approaching Club

THE average golfer is not consistent in reaching the greens in par figures; hence, he has many shots from a short distance out. These are usually from the front or side of the green and seldom from the back because of another common fault of underclubbing. The player who can lay the close shots dead to the pin, and who can putt, is hard to beat, but, like putting, approaching is another part of the game neglected in practice.

The club to use depends on the particular shot to be played. Where the ball lies at the side of an elevated green it is well to use a club with considerable loft, such as an eight or nine. This should lift the ball clear of the long grass on the bank and hit the green with a subsequent short roll. In playing a short shot from a point in front of the green where the approach is generally level, the club to use will be determined by the location of the cup. If it is far back you have considerable green to work on and a number six or seven iron is a good club to use. Where the cup is forward on the green, then a more lofted club that will make the ball bite into the green with a short roll is better. You should generally use the club that will place the ball on the green through the air and give the amount of roll to reach the cup. Softness of the green and direction and velocity of the wind, if any, must be considered. The objections to pitching short of the green and rolling on concern the bad bounces sometimes experienced on fairways and the softness of the turf in front of some greens caused by surface run off of water after sprinkling, which may stop the pitch almost dead where it hits.

Playing the Short Shots

A COMMON error in playing these short shots is too much back swing for the distance desired. Looking up must be guarded against through the whole game but doubly so here because the

player is so anxious to see how close to the cup he will get.

Be sure to keep the left elbow straight and firm, and avoid the common tendency to lift the ball with the hands. Hit firmly through the ball into a bit of turf and make the club do the lifting. Take a short back swing with little wrist action, but hit the ball crisply with a good snap of the wrists. When this shot is executed correctly, the club head at the finish of the swing will be close to the ground and pointing in the line of the cup, not up around the shoulders as at the finish of a long shot. Play these short shots with the hands and arms close to the body, with the feet close together and with very little shifting of the weight during the swing.

Shots from the apron or border of a green are played like putts except for the club used. There are irons made for this particular shot which are really putters with a lofted face. A mashie is a good club to use here, but a high loft club is not advisable as it may bite into the grass and not slide through to give the desired result.

In this short treatise dealing with the game on and around the greens, the writer has attempted to bring out the points that have been most noticeable during several years of studying and teaching golf. If you can get only one suggestion from it that will improve your game, then your time and mine will have been well spent.



Phil Brain

MANY articles have been written on tennis strokes and other fundamentals of tennis—"don't do this and don't do that." The writer, therefore, will not dwell upon the way to

hit a ball nor how to hold a racket, but, instead, upon the tactics of the game—where to put the ball.

Tennis may be played by the expert or the novice, and the player may get a lot

of enjoyment out of the game by applying some of the accompanying diagrams and practicing the plays.

There are two fundamentals, however, that play an important part in the tactics of the game and also in the hitting of the ball. Of course, a player must be able to hit the ball if he wishes to place it. These two fundamentals are keeping the eye on the ball and footwork. Footwork is, in the opinion of the writer, 80 per cent of the stroke, and also of the tactics of the game, because one must be able to get to the ball before he can hit it.

Placing

TENNIS may be played in a manner similar to checkers. In checkers it makes no difference whether you pick up the checker with a certain two fingers to move it, or merely slide it to the next square. Neither does it make much difference in tennis whether you hit the ball with a drive or chop, or merely poke it. If you can put the ball in certain spots on the court you can win a lot of points which mean games and sets. At the same

Tennis Tactics

By Phil Brain
University of Minnesota

BEGINNING his serious tennis competition at Shattuck Military School, Faribault, Minnesota, Phil Brain later played amateur tennis on the Pacific Coast, winning among other titles the Western Canadian Championship. In 1913 he ranked tenth in the American doubles list. After competing for twenty-three years as an amateur, Mr. Brain turned professional in 1928 to become tennis coach at the University of Minnesota. Under Mr. Brain, a Minnesota doubles team won the Western Conference championship in 1932. In 1933, a Minnesota player won the singles championship of this same Conference. In 1935, William Schommer of Minnesota won the Western Conference singles championship and with Roy Huber he won the doubles championship. The diagrams which illustrate this article are used by Mr. Brain in coaching at the University of Minnesota.

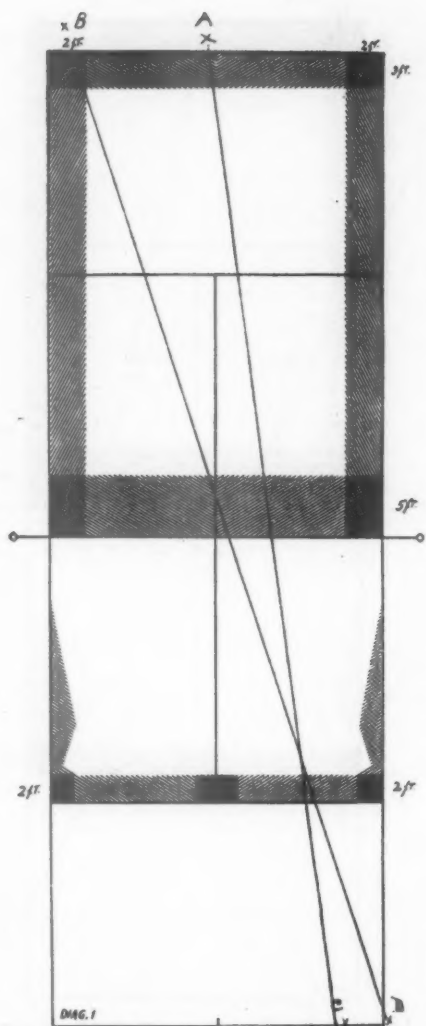


Diagram 1—The server may stand anywhere behind the base line, between an extension of the side line and the center of the base line. In singles play it is advisable for him to stand at the point marked A, though some players will stand at the point marked B and still others somewhere between the points. Point A, however, is the most logical position because it leaves the server in the best position to receive the return of service. Point B leaves too much court open on one side. The receiver's position is governed by the position of the server. If the server is standing at point A, the receiver should be at point C, and if the server is at point B, the receiver should be at point D. A line drawn between the receiver and the server should cut the service court in the center.

time, you make your opponent scamper around the court, and there is a lot of enjoyment in watching your opponent run.

The server should place the serve so that the receiver will have to move as much as possible before hitting the ball. Too many players serve the ball to their opponents instead of away from them. *Make your opponent move before he has to hit the ball.*

The same thing holds true for the receiver. The serve should be returned to such a spot in the court as to make the server move instead of allowing him to stand waiting for the return.

The best return of service is usually

In each of the accompanying diagrams, the upper half is shaded to indicate the most vital places in the court for the return of balls in play. The lower half of each diagram has shaded portions to indicate vital places in the service court. The darker the shading, the more vital are the spots for the ball to land. In the diagrams, placements are made so as to land in the shaded portions of the court. If, when the player is practicing, returns are directed toward these shaded parts of the court, he will find more enjoyment in the game, as well as more points being registered for himself. Service, as well as returns, will count more if well placed instead of being beautifully hit. In other words, regardless of what kind of strokes or services the player uses, he can count points and win games by proper placement of the ball.

down the side upon which the receiver is receiving. That is, if the receiver is in the right hand court, the return should be straight down the side. There are two good reasons for this. First, this return makes the server move to get the ball. Second, should the server wish to go into the net following the serve, the return would pass him, while a return placed across court, unless very sharp, would be an easy get for the server, whether he remained in the back court or came to the net.

The Singles Game

THE singles game is entirely different from the doubles game, which accounts for some very good singles players being poor at doubles, and for some excellent doubles players being poor at singles.

In singles the player should try to keep his opponent behind the base line, especially if the opponent be a very good net player. This can be done only by long dip shots that hit within three feet of the base line. A ball that hits near the center of the court will bounce so that it is a set-up for the opponent. In singles, the best returns are deep or sharply angled shots that hit the court near the side lines or base line. The closer to the lines the ball can be made to hit, the more the one trying to hit the ball will have to move, and the more a player has to move before hitting the ball, the less accurate will be the return. A player in motion at the time the ball is hit is less accurate than the player who is waiting in position to hit the ball.

Some players also return a ball and then stand at that spot to see where the opponent will make the return. This is wrong. As soon as the ball has been hit, the player should always go to a spot in the court that will afford the best protection of the entire court.

The Doubles Game

THE doubles game is different from the singles game in that most returns are across court, sharply angled or down the center. The sharply cross-court shots will draw the opponents apart, making it possible to send the next return down the

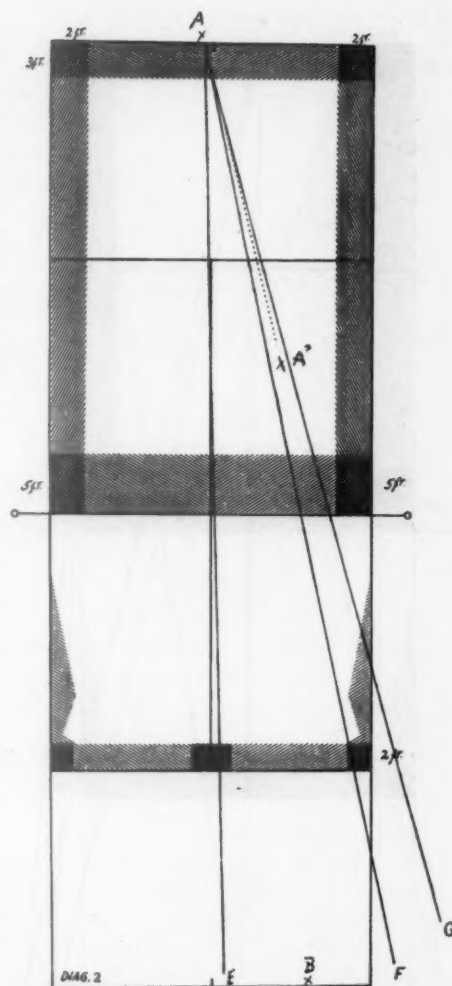


Diagram 2—The serve is the means of putting the ball in play and the starting of the point. A great deal may be done by the server, even with a fairly weak delivery, by placing the serve. If the receiver has a weak backhand shot, it is advisable to force that weakness. This may be done at the start by placing the service down the center line on the forehand court. The ball should land in the shaded part of the service court nearest the center line and follow line A-E. The server should always try to make the receiver move before hitting the ball. Other serves that are effective are along lines A-F and A-G. These will force the receiver, B, out of court to make the return. Each time the service should strike the court in the part that is shaded in the diagram. Service A-G is a good service to follow in to the net, in which case the server should run in to point A2, being sure to get ahead of his own service line before the receiver has hit the return. Service A-G can be made more effective by using a slice serve, while service A-E can be more effective with an American twist delivery.

center just between these two opponents.

The service in doubles should be such that the return will have to be made to the server's partner, while the receiver should make the return to the server if possible. There are reasons for this. In the first place, the server's partner is at the net waiting for the return, while the server is on the run coming to the net after the serve has been made. A short return will be at the feet of the server who is coming up. The net position is

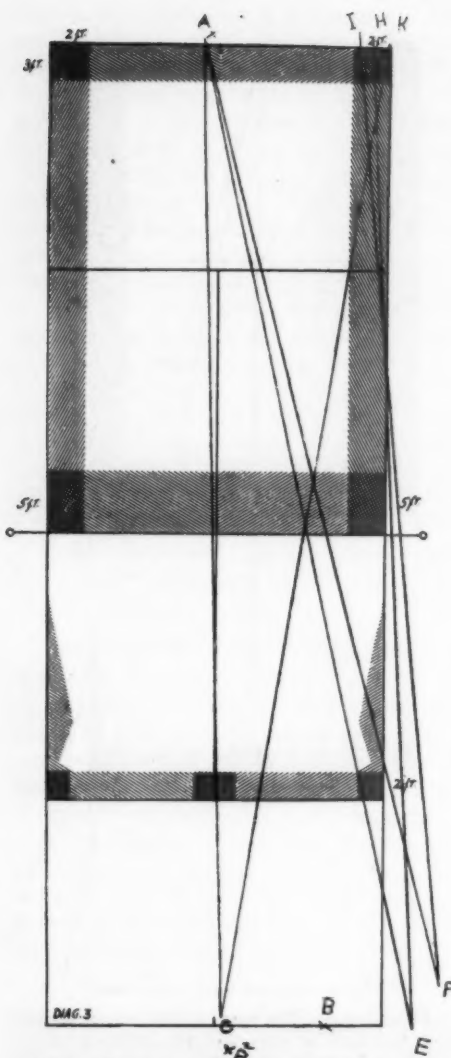


Diagram 3—On all three services shown, namely A-C, A-E and A-F, the receiver should make the return along the lines C-K, E-H and F-I, respectively. If the receiver returns the ball just anywhere in the server's court, he is placing himself in position to do a lot of running while, if the return is well placed, the server's natural advantage is reduced. The receiver, B, if playing a base line game, should take up the position B2 immediately after making the return. He should never wait to see what the server will do with his return, but get back to a protecting position so that he can make the next return. Singles play is a matter of side line play; not just getting the ball back and forth.

the best for doubles, and in a good match the team getting the net position will usually win the point.

Each player of a doubles team must take care of half the court. This does not mean that one takes care of the half near the net and the partner the half near the base line. Each should take care of his half of the court from the center line to the side line and from the base line to the net. Also, the players should play together. Either both must be up or both must be back. If one player is up near the net and the other back near the base line, the player at the net will be unable to judge where his partner is, and the result will be a misunderstanding as to which will take the ball. There must be co-

operation, and, when the two players are parallel to the net, there will be less confusion as to which player will take the return. Should both players be at the net, and one of the opponents should lob a return over their heads so that one of the players would have to run back to return the ball, the partner should also go back and protect the opposite side of the court.

Tennis is a matter of outwitting or outgeneraling the opponent. This means anticipating what the opponent may try to do, and then preparing for that anticipation.

Footwork

MOST matches, in fact we might say all matches, are won not on placements or aces but on errors of the defeated opponent. Some players make their own errors, while some are forced into errors by their opponents' plays, not because these plays are too fast to handle but because they are placed in certain positions in the court so that the player is on the dead run when having to make the return. We often hear, in match play, that this or that player was off his game, or putting too many balls in the net or out of court. This may be true, but we do not analyze and find out that perhaps the player who won was responsible for the loser being off his game, because the losing player could not quite reach the ball to make a good return.

Good footwork permits a player to cover court and be in position to make the return before the ball has to be hit. A player is usually forced to move before hitting the ball, and a good player will move to the position on the court necessary to make the return before having to make it, instead of being in motion at the time he hits the ball. The same amount of footwork is necessary, and, therefore, it is better for the player to move and wait for the ball rather than be moving at the time he has to hit it.

The Eyes on the Ball

BY saying that the ball should be placed in certain parts of the court, we do not mean that the player must look at the spot on the court to which the ball is going to be hit. The court is of a fixed dimension, and the net is in a fixed position on the court and of a standard height; therefore, neither the court nor the net will move. There are two moving objects: one the ball, the other the opponent. As the player does not want to hit the opponent and does want to hit the ball, he must *keep his eyes on the ball*. By watching the ball, he can faintly tell the approximate movements of the opponent; but by focusing his eyes on the opponent he cannot see the movement of the ball, at least not definitely enough to be able to hit it on the center of the racket. Therefore, the player must watch the ball and see it hit the strings of the

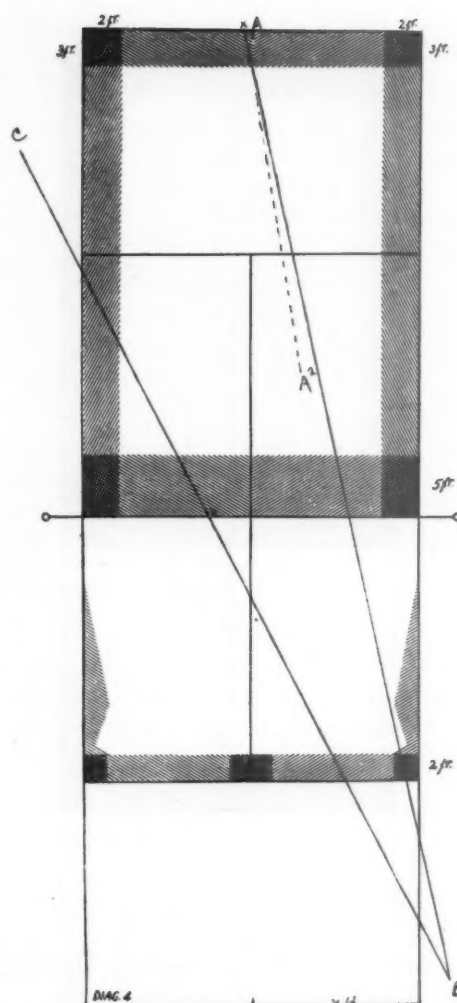
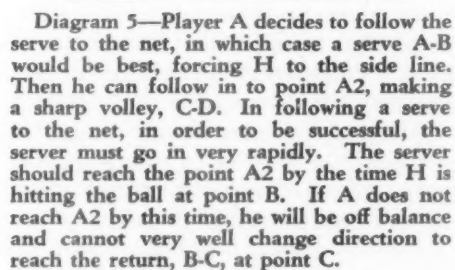


Diagram 4—Against a server who insists upon coming in to the net on the serve, the receiver has a very good shot, a sharp cross-court along the line B-C. The cross-court shot can be made very sharp but in any case should be directed so as to hit the server's court ahead of the service line and as close to the side line as possible. Usually a few such cross-court shots will keep the server on the base line and will prevent his following the serve to the net. The server has the advantage with which to start; the receiver is placed on the defensive, and it is only his being able to place his return accurately that will put him on an equal basis with the server. If his return is well placed, it can often make him the offensive player.

racket. Some coaches say, "Watch the ball until you have returned it," but it is better to focus the eyes on the ball from the time it is tossed up for the serve until it has been declared out of bounds or in the net; in other words, until its point is won or lost.

It has been said that if a player will make all the set-ups that happen in a match, the match will be won by that player. This is true. Too many set-ups are missed by either being knocked out of court or in the net. The main reason for this is that the player failed to *keep his eyes on the ball* until the ball had been hit. A set-up is a ball that is practically a sure point for the player about to hit the ball, but the player figures it is a "snap" point and usually misses. Therefore, the player



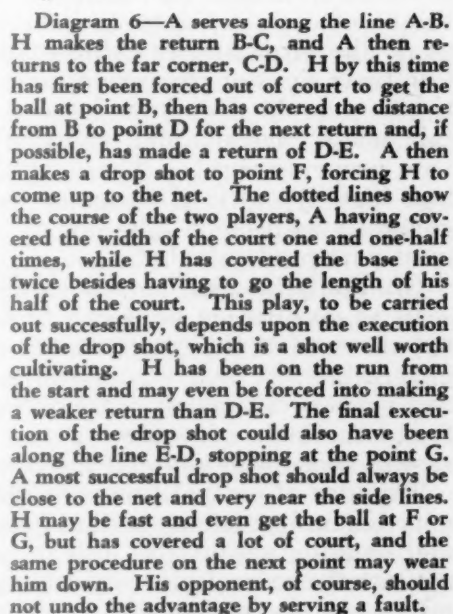
Tournament Play

As footwork plays such an important part in the game, it means conditioning of the legs. If the legs cannot stand the strain, the player cannot reach the ball as the match progresses.

Tennis Do's

- ## Tennis Don't's

10. If serving and the score is 1-3, 2-5, 0-3 or 1-4, remember that if you win your own service and break your opponent's once, the score will be tied.



12. Don't play to the gallery. The gallery is watching you, but you are the one who has to hit the ball. So watch the ball.

The ATHLETIC JOURNAL

Nation-Wide Amateur Athletics

Vol. XVI

June, 1936

No. 10

Published by
THE ATHLETIC JOURNAL PUBLISHING CO.
6858 Glenwood Avenue
Chicago, Illinois

JOHN L. GRIFFITH, Editor

Rules and Laws

THE development of codes of procedure and action among men undoubtedly is closely related to the development of rules for athletic games. Before the age of civilization the only law known was the law of might. If one of our prehistoric ancestors coveted another man's wife he took her by force, provided he was bigger, stronger and more agile than the other. Property rights in those days were not respected. If one hunter after an all day's hunt obtained enough wild game to stock his larder for several days, a wily neighbor who had not gone forth in search of his own food might exercise the law of might and take the meat from its lawful possessor. Since, however, a man instinctively thinks of certain things as belonging to him, just as do the birds and the wild animals which maintain their right of possession, so even in prehistoric times undoubtedly there became established certain ideas, concepts and traditions relating to private property rights. These rights no doubt were but vaguely outlined or understood and were not generally respected. The law of the jungle for the most part predominated.

Gradually as man moved slowly upward in the scale of civilization he began to modify the law of the survival of the fittest and to prescribe laws to govern men in their competitions of life. Murder and robbery ultimately were outlawed, and society found methods of enforcing the penalties in the case of those who violated the laws of competition.

The idea of competition is as old as man. In the very beginning, it may be that man matched his wit and cunning against the fish in search of food, or against the animal he wished to ensnare so that he might eat, or, further still, against the wild animal who might devour the man. If a man could not run, jump, throw and swim he did not long survive, and so in primitive days a premium was placed on these activities. Some man who distinguished himself by matching his speed with that of some animal attracted the attention of his fellows, and we may well imagine the thrill that came to some younger runner when some day he was able to outfoot the

older man who had been known as the fastest runner in the tribe. Thus, perhaps, contests of speed, skill and agility were devised, and the necessity of rules of competition became recognized. How much correlation there is between the development of athletic rules and the making of laws to regulate the behavior of the individual in society, no one can say. Possibly the two theories developed side by side.

The Greeks in the early Olympic Games placed a premium on good sportsmanship. It is recorded that each Greek before competing in the Games took an oath to Zeus that he would so compete as not to bring dishonor on himself, his fathers or his gods. We have carried over from athletics many of the principles of fair competition into business and other relations of life. It is impossible to dissociate our theory of competition as exemplified in athletics from our theory of competition in business, let us say.

The Communists are opposed to competitive athletics because they reason that athletics are a part of our general competitive scheme. According to the disciples of Karl Marx, private property rights must be destroyed in order to bring about the millennium, and in order to destroy private property they point out the necessity of destroying the political order. The men of the political order make the laws and see that the laws are obeyed. The Communists further would destroy family rights and traditions because they realize that men will strive to accumulate property so that their families may be guaranteed a certain amount of comfort and security. If private property rights are destroyed, the head of the family cannot bequeath property to his children.

Further, the Communists maintain that religion is the opiate of the people and teach that there is no such thing as a supernatural God. This is because they have discovered the close correlation between religion, government and family rights. In other words, their main object is to destroy private property rights, which of course means that they are opposed to the competitive system.

Many today are preaching and teaching the philosophy of production for use but not for profit. This is the Marxist slogan. In the last analysis, this means that there shall be no competitions in life.

A man who has enjoyed the thrills of competition and who has learned to respect the niceties of competition, in athletics we call a sportsman. In industry we think of him as a man who is socially minded. Some reason that because human beings sometimes cheat both in athletics and in the business world therefore the idea of cheating is inherent in the competitive system. The mistake that they make is in not recognizing the fact that human nature is not perfect. If human beings ever approximate perfection it will be the result of a slow, tedious process of education, including moral education.

In these days, when throughout the world the competitive system is being challenged, it is well to give serious thought to such matters as we are

attempting to discuss. It is significant that the athletic men in the schools and colleges of our country are for the most part not identified with those organizations that are attempting to destroy the competitive system. Perhaps, if our American system of free government and free competition endures, history will record that it was very largely because the American people learned on the playing fields that men could compete to the limit of their capacities and still respect the niceties of competition, that they learned further that it was not necessary to make it impossible for others to succeed in order to achieve success for themselves.

Looking Ahead

SOMEONE years ago pointed out that the weakness in a democracy lies in the fact that when times are good and when most men who are willing to work can obtain employment, 75 per cent of the wage earners spend all they make, buy on the installment plan and mortgage the future. Only 25 per cent of the earners lay something aside for a rainy day.

Whether or not these figures are accurate, it is difficult to prove, but the insurance companies have found that only a comparatively few men during their productive period set aside a reserve for bad times or provide for their own old age insurance. Undoubtedly it is also true that only a small number of the coaches and athletic directors plan their work very far ahead.

Those who look ahead place their orders for fall equipment in the spring or early summer. The advantages of early buying are many. In the first place, the factories can turn out better merchandise when they are not crowded. In the second place, the purchaser is sure of having his goods delivered on time before the football season starts. In the third place, the coach who places his orders early is not bothered with this item of business in the hectic days when school opens in the fall. In the fourth place, rush orders during the season sometimes cannot be filled, and the favorable prices that can be quoted on orders placed well in advance cannot be expected when shortages are discovered.

This summer much of the bonus money will be spent, together with other monies dispensed by the government. Some of this money will be spent for legitimate amusement. High school and college football falls under that classification. The man, then, who is cognizant of this fact will buy his season tickets early and will put them on sale some time during the summer.

The administration of a certain university has not constructed any new buildings with government money. The trustees and the president of that institution have estimated that in a few years taxes will be increased and state appropriations may be decreased. If this happens, then those who are responsible for the maintenance of the plant and the activities of the university in question, and who have difficulty in operating their plant with its present overhead, figure that if appropriations should be reduced a year or so from now they will

not wish to be burdened with an increased overhead expense. The men at that institution are looking ahead.

Finally, the coaches and athletic directors who plan for the future quite often are the ones who do not have to rectify costly mistakes. This editorial is not intended to be in the nature of a preachment. It is merely a suggestion that it will pay the school and college coaches to attempt to look into the future as far as possible and to plan their programs with full consideration for the lessons that history teaches.

Schools and Colleges in the Olympics

MANY of the men who will wear the colors of the United States of America in the Olympics in Berlin this summer were trained by the school and college coaches. Their athletics were made possible by the men from the various communities throughout the country who very wisely encouraged the development of athletic programs in the educational institutions. In none of the other fifty-nine countries competing in the Olympics is it true that athletics have been developed so extensively in the schools and colleges as in this country. The people of the United States constitute only approximately 6 per cent of the world's population, and yet the American people spend annually more than three billion dollars on education. This is more than the total spent by all of the other countries of the world for education. Further, there are more boys and girls enrolled in the American schools than there are attending school in the European countries. The American people have provided more athletic fields, gymnasias and the like in connection with their public and private schools and colleges than have any other people. In other words, the school and college athletic program is the best of the amateur athletic institutions in America.

Further, the school and college men have contributed to the cost of sending the teams to Berlin this summer. Mr. Frank McCormick, Director of Athletics at the University of Minnesota and Chairman of the National Collegiate Athletic Association Olympic Finance Committee, reports that he has already raised more money among the college and high school men than was raised four years ago. This shows the interest of our people who have watched their sons develop under the tutelage of American educators.

It is not too early to suggest that all who are interested in the matter of our participation in the Olympic Games should be giving thought to the financial problem four years hence. Since the schools and colleges are training the majority of the athletes, it is entirely possible that they may devise a plan whereby the Olympic expense money may be raised over a period of four years rather than left to the year when the Games are held. The Olympic Association will meet next December, and it is hoped that some tangible plan for raising money may be presented at that time.

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State Championship Basketball

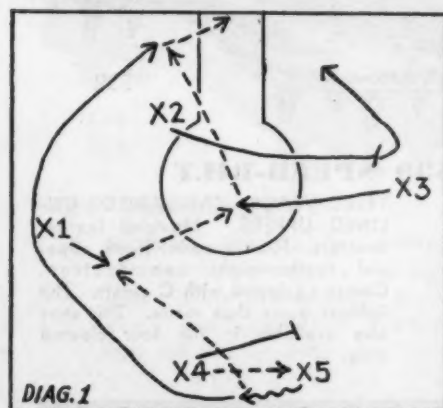
Game Tactics in Basketball

By Clifford Wells
Logansport, Indiana, High School

GAME tactics won the Indiana high school basketball championship for Frankfort High School during the past season. The athletes coached by Everett Case played a fast-breaking game if that was the best style to use against a particular opponent. Or they played the slowest and most cautious of games if that was advisable. They could slow their game or speed it up as necessity demanded. With a nice lead they compelled the defensive formation of their opponents to spread in an effort to force the play and then they cut loose with a variety of set plays. These tactics worked out successfully and were beautifully executed at all times.

On defense their tactics were varied as necessity demanded. They could play a rushing, crowding defensive game that hurried their opponents, or they could drop back into a combination man-for-man and sliding zone to stop the screening game if it were necessary to do so.

Tracing their route through the tournaments, we find that they won their district and regional championships easily. In the Gary semifinal meet, Frankfort played Froebel High School of Gary and defeated the northern Indiana team, 35 to 29. Both teams used a fast-breaking game during most of the contest. Froebel led until near the end of the third quarter. Then the Frankfort players went a point ahead with their fast-breaks. With this one point lead, they immediately changed tactics. They called time out and talked over the situation. Slowing the game and forcing Froebel to come out and get the ball, Frankfort players, by the use of set formations and floor plays, scored three goals that decided the game. Their ball handling and "possession" game were practically perfect in the last few minutes of this contest.



NO one formula will win a state high school basketball championship for all teams. Some coaches of championship teams stress defense, some stress offense, while others seek to develop a balance between the two. Some coaches rely on their five best players. Others develop their reserves to the extent that all boys on the squad are of practically equal ability. Detailed accounts of the various methods employed by successful coaches in guiding teams to state titles are described in the articles presented here. All the writers except Clifford Wells, well-known Indiana basketball authority, are coaches of the championship teams.

The Frankfort players next met and defeated Logansport High School, 28 to 27. This game was the only close contest the Frankfort boys played during any of the four tournaments they had to enter to win the state championship. Frankfort played a slow and very conservative game. Logansport had been using a three-man fast-break successfully, and, in order to stop this break, Frankfort kept three men in a safety position at all times and never allowed more than two men to follow in. Three Frankfort men were always in position to check the three-man fast-break. No matter what men cut for the basket, three were back. This offense, of course, meant a two in and three out formation. These tactics limited Logansport to one goal from the fast-break. On defense, Frankfort played a man-for-man and sliding zone combination which was designed to stop the Logansport screening game.

Anderson High School was the next Frankfort opponent. The score was 34 to 18 in Frankfort's favor. During the early



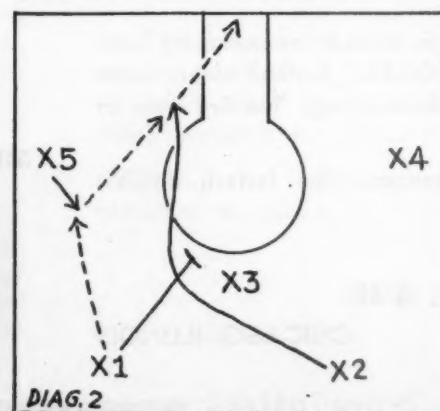
Clifford Wells

part of the game, Frankfort played a "possession" game. The Frankfort players did not let Anderson have the ball and were content to pick up points on free throws and on goals scored when Anderson players spread their defense in an effort to get the ball. Frankfort built up a nice lead and then made the mistake of fast-breaking on the Anderson players, who pulled up until they were only a few points behind at the end of the first half. In the second half, Frankfort players went back to their "possession" game and won easily.

In the final game for the championship, Frankfort met Central High School of Fort Wayne. Knowing that Fort Wayne was weak on defensive rebounds, Frankfort took full advantage of this fact. Frankfort players took any kind of shot at the basket in order to get the ball in this weak spot and to enable their three big rebound men to tip the ball in on the rebound. These tactics meant at least a dozen field goals for Coach Case's team. The other tactical maneuver that Frankfort employed in this particular game was to use all the speed possible, as Fort Wayne players were slow in breaking from offense to defense when they lost the ball. Several times Frankfort caught only one Fort Wayne guard in the defensive part of the court, two or three Frankfort men going down against that one guard. These tactics were very successful for Frankfort players as they defeated Fort Wayne for the Indiana championship.

Frankfort's set formations were as shown in Diagram 1. In the play shown in Diagram 1, X4 passes to X5. Then X4 screens for X5, who dribbles around the screen and passes to X1, coming up to meet the pass. X2 screens for X3, who breaks toward the free throw line to receive the ball from X1. X5 goes around X1, receives a pass from X3 and shoots. X3 and X2 follow the shot, leaving X1 and X4 in good defensive positions.

Another very successful play that was made for the Frankfort team is shown in Diagram 2. X1 and X2 were fine long goal shots and had to be guarded at all



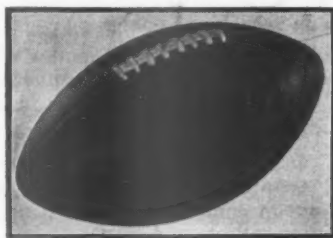
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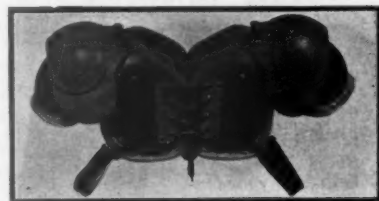
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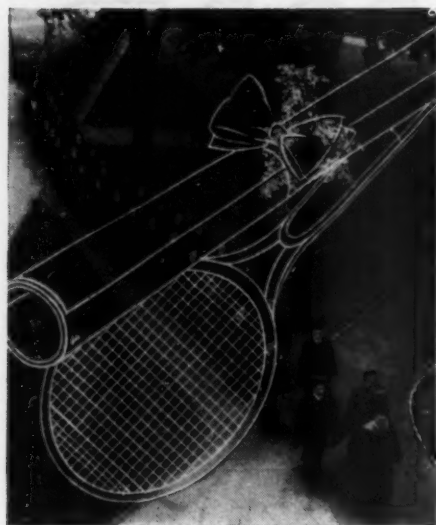


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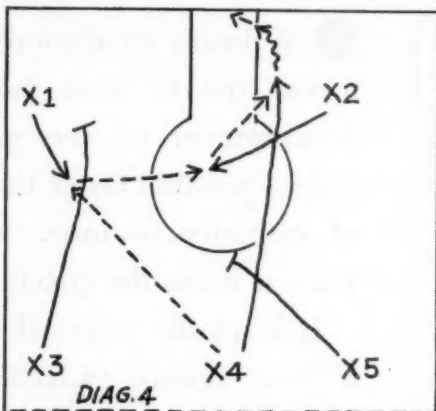
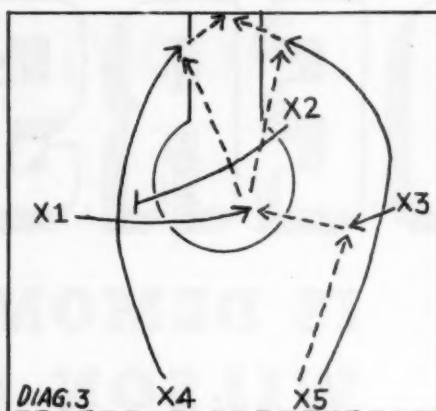
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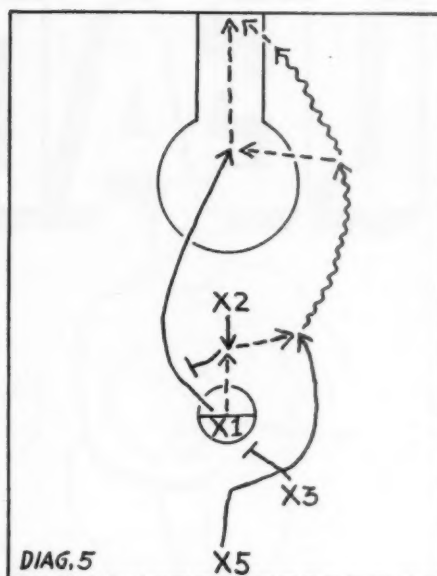


times, which made this play work well for them. X1 passes the ball to X5 and cuts by X3. X2 cuts in behind the screen made by X1 and X3. X5 passes the ball to X2. X4 stays in his original position and, if his guard leaves him to help under the goal, then the ball is passed to X4 for a spot shot.

In Diagram 3 is a variation of the play shown in Diagram 1. X5 passes the ball to X3, who has broken to meet the pass. X5 then goes around the screen formed by X3 and in toward the goal. X2 cuts across the floor and screens for X1, who comes in to the center of the free throw circle to receive a pass from X3. X1 may pass to either X4 or X5.

A set-up play used successfully by Logansport High School is pictured in Diagram 4. X4 fakes a pass to X3, who cuts down the side of the floor and screens for X1, coming out to meet a pass from X4. X2 cuts into the free throw circle and receives a pass from X1. X5 cuts diagonally across the floor, forming a screen for X4, who goes around the screen and in under the goal for a shot after receiving the ball from X2.

A tip-off screen play that Frankfort used successfully in the finals is shown in Diagram 5. X4, not shown in the diagram, is behind X5 and several feet nearer his own goal. X1 tips the ball to X2. Then X2 tips it to X5, who has gone behind the screen created by X3. X2, after tipping the ball to X5, screens for X1, who goes around the screen, down the floor and into the goal. X5 dribbles after receiving the ball from X2 and may dribble in under the



goal or draw the opposing guard away from the goal and pass to X1.

Stressing Defensive Basketball

By H. M. Robbins

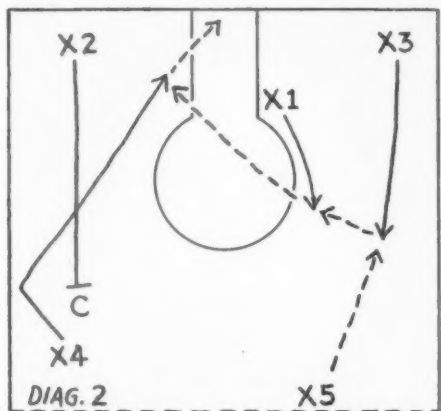
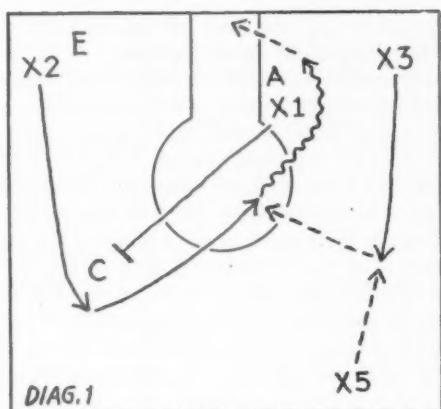
Bemidji, Minnesota, High School

BEMIDJI HIGH SCHOOL basketball begins with a strong defense. Defensive fundamentals are stressed in coaching young players all through the junior high school. When I begin looking for material to promote to the first squad, I am more anxious to find defensive ability than to discover a sharp-shooter.

Our first squad consists of twenty boys, most of whom come from the two upper classes. A sophomore squad of twenty-four is kept organized all year and receives competent coaching during regular practice periods. The junior high boys are organized into leagues and are given two practice sessions a week in addition to the basketball fundamentals taught in physical education classes.

During the past year, each man on defense was definitely assigned to an opponent and was responsible for him regardless of where he played on the floor. The assignments were made so that the two tallest men and the best defensive player were in the back court and the other two men were in the forward court. The faster of these two men was assigned to watch the driving guard of the opponents. If any screens were set up by the opponents, the men in the back court called them and shifted accordingly. We controlled the backboard by using the two tall men in the back court.

On offense we continued to use the center "in the hole" almost as if there were no three-second rule. Our offense was based on percentage basketball, a forward breaking up and across the floor and the guards down the sides and center. The center was used as feeder and screener. Being



exceptionally fast on the pivot, he scored often on direct passes from the guards.

Every team that we met in tournament play with one exception used the man-for-man defense. Most of our opponents used a deliberate set offense. Wadena, the team we met and defeated for the 1936 Minnesota state championship, depended more on long shooting than did most high schools and was rather effective with it. Once the Wadena players had a lead they changed their style, held on to the ball and broke in for short shots.

Buhl, the team which finished third in the state meet, used a fast-break, long-pass game very effectively. When stopped, players on this team depended on the dribbling of Dick, a sensational guard, to get the ball into scoring territory. Galloway, Bemidji center, and Dick of Buhl were the outstanding players in the 1936 Minnesota State High School Tournament.

Diagrams 1 and 2 illustrate two successful plays used in the Minnesota tournament.

In Diagram 1, X5 passes to X3, the forward on his side of the floor, who has broken out from his corner to receive the ball. X1 cuts across to screen C for X2, who breaks out from his corner and then around C and X1 to receive the ball from X3 near the edge of the free throw circle. If C shifts to guard X2, then X1 pivots and takes a pass from X2.

Like the play shown in Diagram 1, the play in Diagram 2 starts with a pass from X5 to X3. The center, X1, breaks out from his position near the free throw circle to receive a pass from X3. Forward

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X2 breaks out of his corner to screen C. X4 breaks out and then toward the basket to take a pass from X1.

Relying on Reserves in Tournament Play

By M. H. Palrang

Creighton Preparatory School, Omaha, Nebraska

FROM every viewpoint it seems that the 1936 Nebraska High School Tournament was a success. More teams than ever before participated in the A, B, and C Tournaments at Lincoln, more interest was shown in the outcome of the three divisions and attendance at the games showed a decided improvement.

Although Creighton Preparatory School had lost only two games out of seventeen during the regular season, the team was not established as the favorite at Lincoln. Jackson High School of Lincoln, Lincoln High School and South High School of Omaha presented formidable teams. Then too, Prep could not boast its array of stars who swept all teams before them the year before. Of the five 1935 regulars, only Robino and Fisher, a guard and a forward, returned.

For the center spot we were forced to work on an undeveloped lad, 6 feet 3 inches tall, and, despite this height, we frequently had to play "against the tip." This center was willing but slow, a fair shot under the basket but weak at handling passes. He necessitated a change in our style of play. Whereas in 1935 we relied to a great extent on the fast-break, this past year we were forced to a more determined style of play, relying on possession of the ball, set plays and more stress on defense. Any opponent will readily admit that Robino was an excellent guard; he was a cool leader and I think that I may safely say that in the four state championship games at Lincoln he never made a mistake.

Our greatest strength, perhaps, lay in the fact that we had four forwards of almost equal ability and a substitute guard who did not weaken the team upon his entry into the game. This was the secret of our success—reserve strength. If one forward was off his game, another could be inserted into the line-up. It rarely happened that all four would simultaneously have an off-night.

On defense Prep used a shifting zone, or a combination of the man-to-man and zone defense. Once mastered, this type of defense paid dividends. By the end of the season all the players were expert at shifting men, staying between their men and the basket and sliding to prevent dribbling by the opponents. This type of defense, a modified zone and man-to-man, as I call it, made screen plays almost impossible and left two or even three of our men free to start down the floor at the first sign of an interception. On defense, our center was ready to fall back and at-

tempt to get the ball off the backboard after long shots by opponents.

Our offense, slower than that of the year before, did not differ much from the offenses of other teams in the tournament. Our team naturally changed its style of play to meet different defenses. Whether our players worked the ball in or shot from a distance depended upon the personnel of the team at the time. One forward and one guard were excellent long shots and they were always free to shoot if they were not out of position. Another forward was an expert dribbler and often



H. M. Robbins

eluded his guard by faking a shot and then heading for the "pay-off station." It may be interesting to note that none of the Prep players ever had recourse to one-handed shots, for I figure that the law of averages is against them. Even under-basket shots were made with two hands.

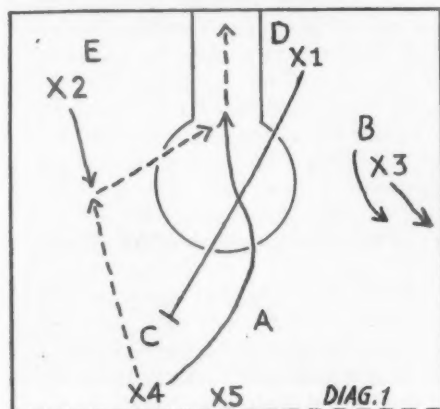
Against a zone defense we used the usual three men through with the center always planted under or very near the basket. The center was used mainly as a decoy because he was slow and could not keep up with the forwards in handling the ball and throwing passes. He was a good follow shot and under the basket could use his height to advantage. If the defensive men played in close, we barraged the hoop with long shots until they began to come out. At this point we would work the ball in, often finding the center free.

Against a man-to-man, the defense we met most frequently at Lincoln, we used set plays which were rather simple in execution but for that very reason hard to stop, especially by a strict man-to-man defense.

One of these plays appears in Diagram 1. Our guards, X4 and X5, advance the ball rapidly, with X4 finally passing to forward X2 breaking toward the free throw circle. Timing the play, our center, X1, moves up the center of the court to stand

behind the forward guarding X4. Meanwhile X3 pulls his guard out to the edge of the court, leaving the center lane open. X4 slips to his right past the opposing forward, screened by the center X1, takes a return pass from X2 and frequently finds the path to the basket clear. If the timing is poor or if opposing players shift men, the ball may be returned to guard X5 and another play started.

The same type of play was used on throw-ins under the opponents' basket but these were rarely successful because of the crowding under the basket. Tip-off plays were out of the question because we could never be certain of the tip.



Before entering the state tournament at Lincoln, we had won the Interstate League, city and district titles. In the first round of the state tournament, we had an easy enough time. However, in the second round, we found some of our toughest competition. In this game, Fairbury presented three tall men, and Prep had difficulty in gaining possession of the ball. Whenever we suffered a disadvantage in height our play suffered proportionately. We finally won a 24 to 21 decision and on the following night were paired with Hastings.

This was a speedy little team which had upset a more highly favored Lincoln quintet the night before. Many of the Hastings points had been scored on speed alone. A midget forward would sneak down the side line and elude the larger Lincoln guards. A bullet pass would meet him on his way to the basket, and he rarely missed. Lincoln led most of the way, but a last minute basket put Hastings in the lead. We knew what to expect in this game and gave the Hastings forwards little chance to get away.

Jackson High had little trouble disposing of the three opponents in the lower bracket. This team had five men who were all that could be asked. Strongly fortified with screen plays, this team was picked by practically every sports writer in the state to make short work of Prep. Jackson High's outstanding player was a tall, stringy lad named Fitz whose specialty was a quick dribble through the front defensive line to the free throw line, where he would leap high in the air and

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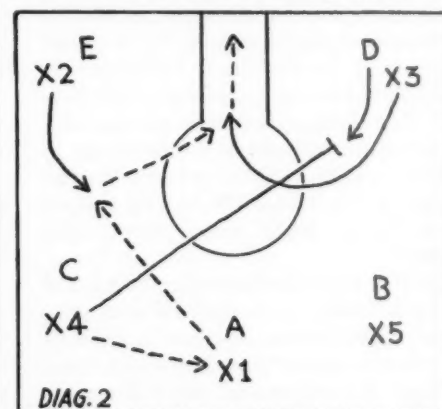
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send a one-handed shot toward the net with amazing accuracy.

One of the big problems in preparing our team for the final game was to convince the players that they had the ability to defeat this wonder Jackson High team. All day long they talked loudly and a bit foolishly, trying to bolster up their own courage. They had seen enough of Jackson in the previous games to know that, if we were to win, no mistakes could be made. About an hour before the game the team met and we diagrammed the Jackson offensive plays and made it clear to each player what was to be done on every play. As Jackson used a man-to-man defense, our men knew what they would use on offense—one set play after another. We reviewed all of our own plays by means of diagrams. I am convinced that the old, battered blackboard won many a game for us. Before the games and especially between the halves I graphically showed our players where they had made mistakes and diagrammed slight variations of our plays to meet slight variations of the defense.

The huge Nebraska gym was tense with excitement as the finalists took the floor. Creighton Prepsters, defending champions, were lined up against Jackson High, the only undefeated high school team in the state. We had determined to pull our defense in close and stress the zone in it to avoid the Jackson screen plays. These plays had caused havoc among opponents.



Early in the first quarter the Jackson High School play outlined in Diagram 2 fooled our guards completely. X4 passes to X1 and then cuts through to screen for X3. X1 passes to X2 coming out at an angle. Then X2 passes to X3 for a set-up shot.

Jackson worked this play twice in succession, but I think it is the only one of its intricate plays which fooled us completely. You may be sure that it came up for discussion at the end of the first half.

The game started at a fast pace. At one time in the first half Jackson led by six points and again in the second half led by the same number. It was during these periods, when they were behind, that our lads played the best ball of the season, and the Jackson leads did not last for long.

The first half ended with the score tied at 12-all. As the second half started this thought struck me; Jackson has five men as good as any five of ours, but has this team eight men as good as our eight? No five boys could stand the pace at which they played out on that floor.



M. H. Palrang

At or near the start of the final quarter, Jackson led, 19 to 14. I substituted a guard. He scored twice on set plays which started near the side lines. The other guard scored a few minutes later; the ever dependable Robino had again come through in the pinch.

Our right forward could not get set to shoot from a distance; I substituted our master dribbler. He faked a shot and dribbled in for a set-up.

The last two minutes of that game is a haze. We scored again. But Jackson countered with a basket and a free throw. We had the ball with seconds left to play. Jackson wisely forced our passes; one went out of bounds. The ball was quickly put in play, but four men were between the Jackson forwards and the basket. One desperate last second throw fell yards short of the mark. A gun sounded. We were state champions again. And the coach of this state championship team still does not know which five men of those eight constitute his "first" team.

Adapting the System to the Material

By Harry T. Conley
Central High School, Superior, Wisconsin

COACHING a basketball team to a state championship is not an exercise of Houdini magic, as some laymen seem to think. It is a matter of hard work, patience and some luck, as most coaches know. If there is a royal road, I should like to discover it.

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Central High School of Superior is a three year secondary school which limits a boy's participation in athletics to six semesters under the high school coach. To offset this disadvantage, we have well-organized junior high schools. The coaches in these schools do a fine piece of work, and the boys who come to me have had a good start in the fundamentals. I keep in touch with the training in the junior high schools and know a good deal about the strength and weakness of many of the boys before they reach the senior high school. Once they arrive in the senior high school, all boys are given an opportunity to show ability before the final squad cut is made.

Central High School of Superior won the Wisconsin state basketball championship in 1935 and repeated the performance in 1936. I coached the team during both these seasons and naturally was gratified at the success achieved.

In a discussion of the way in which I adapt my system to the material available, I must admit at this time that I had "up and coming" material during both these seasons. After the 1935 tournament, I lost four of the five boys who played in the final game, but I had four of the squad of ten return for the 1936 season.

At the beginning of the season, assuming that the boys are well drilled in fundamentals, I stress the following: They must know how and when to use funda-



Harry T. Conley

mentals, not only as individuals, but as a team. While this seems simple, I believe it is at this point that the coaching begins to spread out.

The guards must be able not only to dribble but they must know at all times where the other four men are and what they are doing. I realize that time, patience and much repetition are required to reach this objective, but boys can achieve it when they see the advantages.

The front forward may be small, but he must be fast and be able to observe everything of importance on the floor. The center playing in the back court behind the front forward should be big and fast, if such a type can be secured. The other forward should be built along the lines of the center.

I believe strictly in the five-man team and stress that point at all times. When he can get his boys to accept the importance of team play, a coach has less difficulty in eliminating the personal conceit and greed for glory so disastrous to team accomplishment. For example, I make just as much noise when a boy who is in a position to shoot passes up the opportunity as I do when he shoots instead of passing to the man in the open. I believe that after boys have played together for some time and have the thought foremost in mind that each individual is only one-fifth of the team and is always looking for assistance from the other four-fifths, they are much more alert. The individual player is certain to be better on rebounds because he will know at all times where the rebound should come and watch for his part in the set-up.

If the boys have confidence in their team mates they are apt to gamble more, and, by doing so, will become better ball-hawks. The coach at all times must observe and point out a boy who fails to play his part.

(Continued on page 39)

Determining the Abilities of Baseball Players

By Pat Crawford

EACH year large numbers of young baseball players write professional baseball clubs asking for tryouts. Some of the clubs are in position to give these players opportunities to prove their abilities, while most of them are unable to grant their requests.

The St. Louis National League Baseball Club owns and controls a number of minor league baseball clubs and is in position to place players of ability on these clubs. During the baseball season, and sometimes out of it, the various members of the St. Louis organization sponsor inspection camps or schools for ambitious players. The Columbus Club of the American Association operated a camp for ten days during the 1935 season at a time when the team was away from home.

Players desirous of attending the Columbus school either wrote or telephoned the Columbus office, giving their names and addresses, whereupon the office mailed each applicant a letter and a questionnaire, the questionnaire to be returned to the office. Upon receipt of the returned ques-

tionnaire, each applicant was mailed an admittance card and also was assigned a number.

The Letter and Questionnaire

THE letter mailed to each applicant for the school was as follows:

THE RED BIRD TRAINING CAMP Columbus, Ohio

August 1st to August 10th, 1935, Inc.

Dear Sir:

If you are 16 years of age or over and believe that you have the ability to eventually become a major league player, that you are able at this time to win a position on one of our minor league clubs and are willing to pay railroad fare both ways, room rent and board and all expenses connected with a trial at our Red Bird Training Camp, Columbus, Ohio, we will be glad to have you report here Thursday, August 1st, providing your application is accepted.

Your trial may not last more than two or three days, for it does not take



Pat Crawford

experienced baseball men long to decide whether or not you have the ability to make good in baseball. Therefore, you must clearly understand that our coaches have the right to dismiss you from camp at any time they conclude that you are not ready for one of our minor league clubs.

If you do show enough ability to be sent to one of our minor league clubs for further trial, and sign a contract with us at the end of the week's school, we will refund you the amount you spent on transportation from your home to Columbus, and for room rent and board while here at the rate of \$2.00 per day. You must bring enough money with you to pay all expenses of a week's trial and your transportation back home, for the Training Camp positively will not furnish funds to players on trial. Arrangements have been made whereby the Chittenden Hotel will accommodate you with room for 75c per night, dormitory plan.

Bring this letter and receipt of the railroad or bus company for the amount of your fare to Columbus to deposit with the club secretary, so that if a refund is made we will have those figures on hand for settlement with you. You should also take receipt for your room rent and board for the same purpose.

Upon arrival Thursday, August 1st, take the street car at once to the Red Bird Stadium. Registration begins at 9:00 A. M. First workout at 10:00 A. M.

Bring shoes, glove, two baseball undershirts and sweater. You must bring your own uniform and playing equipment. Because of limited facilities at the Stadium, it will be necessary for all players to dress at their rooming house and appear at the ball park ready to play.

The Training Camp will not be responsible for the loss of money or valuables in the Clubhouse or on the field, and will not provide a place for the safe-keeping of money or valuables. Would also advise you to take your baseball shoes and glove to your room following each practice.

If you desire to attend the Training Camp you must fill out the attached questionnaire in full and mail it to the Columbus Baseball Club, Red Bird Stadium, Columbus, Ohio. Upon the receipt and examination of your questionnaire by us, you will immediately be notified whether or not your application is accepted. Players will not be permitted in the camp who have not followed these instructions.

Very truly yours,
COLUMBUS BASEBALL CLUB,
George M. Trautman, President.

Following is the questionnaire that accompanied the letter:

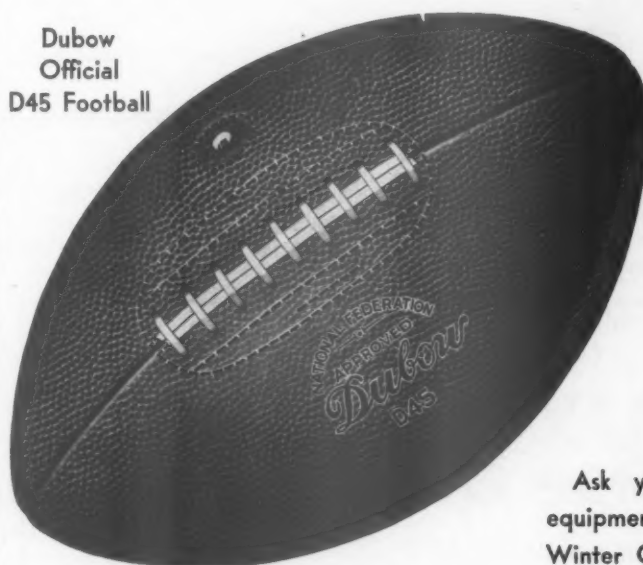
Where will you be when your team lines up?

ⓔ Ⓣ ⓖ ⓧ ⓖ Ⓣ ⓔ
Ⓚ Ⓡ
Ⓛ Ⓜ ⓕ

Where will you be next fall, Coach, when your boys line up for the first play of the season? Will you be squatting anxiously on the sidelines, wondering how they will punt and pass with an untried ball? Or will you sit back on the bench, secure in the knowledge that you've provided your players with a ball that has stood the test of time?

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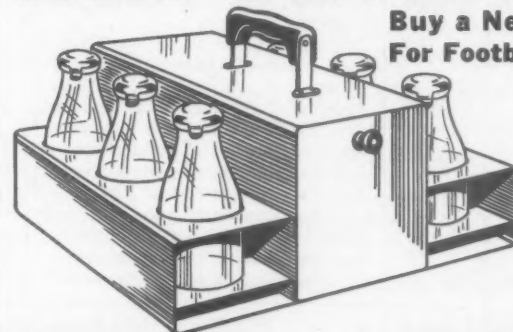
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August 1st to August 10th, Inc.

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Age..... Weight..... Height.....

Right Right

Throws: Left Bats: Left

Playing Position.....

Have you attended High School.....

Graduated

Are you attending College.....

Name of College.....

If so, what year will you graduate...

Baseball Playing Experience:

1. Have you ever had professional experience

2. Have you ever had a tryout with a professional baseball club.....

If so, name the team.....

What year

3. What teams have you played with?

Describe fully:

In case my application is accepted, I

understand that I will be notified and, if accepted, I agree to report at the Red Bird Stadium, Thursday, August 1st, not later than 10:00 A. M. and to observe all the rules of the Training Camp, and I do further agree to release the Columbus Baseball Club from any liability on account of any injury or illness sustained by me, either directly or indirectly, as the result of my participation in the 1935 Red Bird Baseball Training School.

Signature

NOTE: Your coach or manager must fill out the following. Applications will not be considered unless this is done.

To the Columbus Baseball Club:

I have known the signer of this application for years. I believe he has the baseball qualifications and personal habits to justify you in accepting his application for admission to your training camp.

Name

Address

Manager

Coach Baseball Club.

TABLE 1
SCOUT'S RECORD

No.	PLAYER	AGE	THROWS	HITS	RUNS	REMARKS
1	Allen, Henry P.					
2	Arpison, Warren J.					
3	Benton, Clifford M.					
4	Boken, Thomas R.					
5	Botoskey, Joseph M.					

TABLE 2

Totals		16	17	18	19	20	21	22	23	24	25
173	Age distribution of players.....	10	44	39	25	23	13	10	5	3	1
10	Age distribution of players who signed contracts after passing tests at inspection camp.....		1	5	2	1	1				
131	Age distribution of players with no ability.....	8	35	20	18	19	12	10	5	3	1
12	Age distribution of players with a small chance of becoming baseball players.....	2	2	2	3	3					
20	Age distribution of definite prospects.....		4	11	3	1	1				
10	Age distribution of players worthy of a second chance at a future camp.....		3	6	1						
108	Age distribution of poor throwers.....	7	30	23	13	10	10	7	4	3	1
44	Age distribution of fair throwers.....	2	7	12	7	11	2	2	1	0	0
21	Age distribution of good throwers.....	1	7	4	5	2	1	1	0	0	0
150	Age distribution of fair hitters.....	10	38	37	21	18	11	9	3	3	1
18	Age distribution of good hitters.....	0	3	2	3	4	3	1	2	0	0
5	Age distribution of poor runners.....	0	3	0	1	1	0	0	0	0	0
119	Age distribution of fair runners.....	8	33	29	15	12	8	6	4	3	1
47	Age distribution of good runners.....	2	7	10	9	10	4	4	1	0	0
7	Age distribution of good runners.....	0	4	0	1	1	1	0	0	0	0

Number of right handed throwers..... 150
Number of left handed throwers..... 23
Number of right handed hitters..... 132
Number of left handed hitters..... 32
Number of right and left handed hitters..... 9

Conducting the School

UPON his arrival at the Stadium, each player was assigned to a locker room and given an oilcloth number to pin on the back of his baseball shirt.

Baseball scouts employed for the purpose of discovering new baseball talent for the clubs controlled by the St. Louis organization set up a battery of tests to determine the players' abilities to throw, hit and run. The scouts stationed themselves in various parts of the field and on charts fastened to clamp boards recorded their judgments of the abilities of the players.

The players were classified as outfielders, infielders, pitchers or catchers. Each

ONE of the problems of baseball clubs is to discover promising young players. One of the problems of young players is to discover a baseball club that needs new material. The baseball school, such as that described in this article by Pat Crawford, is one of the most satisfactory methods of solving both problems. The procedure used in this school might well be adapted by any school or college coach who is confronted by a large number of candidates for the baseball team. Crawford has played both college and major league baseball and has coached both high school and college teams. At the present time, he is secretary of the Columbus Baseball Club.

group was given specific activities to perform and as each player performed he was observed by the scouts. Ability or lack of ability was easily discernible in most cases, and in each instance the players were set apart either for further observation or to be informed of their weaknesses, as the case might be. Players of the latter group were encouraged to continue practicing, although they were not considered prospects at the time.

During the batting tests, the outfielders, infielders and catchers served as hitters, while the pitchers not actually engaged in pitching or warming up were stationed in the outfield to chase batted balls. A catcher, a first baseman and a second baseman were placed in their respective positions. The pitchers threw curves and fast balls to the hitters. Each batter hit three fair balls, and after the third fair ball he ran to first base and remained there as base runner. This drill enabled the scouts to rate the pitchers, hitters, base runners and catchers.

To test the fielding ability of the infielders, these players were assembled in three columns, one of which was stationed at third base, one at shortstop and one at second base. One first baseman was selected to receive the throws from the other infielders. The first player in each column stepped forward several paces, and ground balls were hit to each in turn until the scouts had made their judgments. After each player in the three columns had

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been rated, the columns exchanged positions, the third base column going to shortstop, the shortstop column going to second base and the second base column going to third base. After each player in columns of this formation had been rated, the columns again exchanged positions. Infielders who showed ability at throwing, running and hitting but who were not proficient at fielding ground balls were placed in the outfield for tests.

The outfielders were tested by being assembled in three columns, one of which was stationed in left field, one in center field and one in right field. The first

player in each column stepped forward several paces, and both ground balls and fly balls were hit to him. The outfield candidates fielded the balls and threw to home plate. This drill enabled the scouts to rate the throwing abilities of the outfielders. All outfielders of ability were also tested in the infield positions.

A sample of the chart on which results of the tests were recorded is shown in Table 1.

After each session the scouts assembled in the office and a secretary recorded the opinions of each scout as each player's number was read. From these reports the

scouts determined the players to eliminate each day. The players who showed no ability were eliminated as quickly as possible, while the players who showed a measure of ability were given further tests in fielding, hitting and bunting, running bases, throwing to bases from the outfield, pitching and catching. Players who survived the final tests were given instruction in the proper execution of baseball skills.

There were five scouts in attendance and the majority opinion prevailed in constructing the data on the players. A study of the scouts' reports established the data shown in Table 2.

The United States and Olympic Victories

By Winfield S. Angus
Eastern Illinois State Teachers College

THE modern Olympic Games, the goal of all aspiring track and field athletes, will witness its fortieth birthday this year, 1936. This great athletic pageant, revived out of the ashes of the old Greek civilization of over 2,000 years ago, was conceived and brought into being in 1896 by a Frenchman named Pierre de Coubertin.

Baron de Coubertin at that time was a recognized authority in the field of education in France and was commissioned by the French government in 1889 to investigate various matters pertaining to higher education in the United States. His interest in the organization of university instruction led him to recognize the values in physical education as part of the general education carried on in the schools of higher learning in the United States. He visited many countries and acquainted himself thoroughly with the general conditions of athletics and sports in England, the United States, Belgium, Italy and to some extent in Germany.

From his observations and study he conceived the idea of a vast athletic pageant in which all nations of the world would come together and try their skill on the athletic field. He urged that an international organization should be formed to exercise a high ethical jurisdiction over the whole world of sports and athletics. This conviction was so strong that he bent every energy toward its realization.

Preliminary Organization

THE first step toward this realization was secured in the formation of a preliminary committee. The plan was given hearty support in Paris, and encouraged by leaders in amateur sports in England and by Baron de Coubertin's friends in the United States. Represent-

IN this article, Winfield S. Angus traces the history of the modern Olympics, gives a summary of the record of athletes representing the United States in the Games, and pleads for a return of the original Olympic ideals. Mr. Angus is Athletic Director at Eastern Illinois State Teachers College at Charleston, where he coaches football and track.

atives from the United States and England joined with Baron de Coubertin in the plans, and a meeting was held in Paris on June 16, 1894. Baron de Coubertin realized that there could be no satisfactory quadrennial contests of international champions until a number of preliminary questions had been clearly settled. It resolved upon this congress convening in Paris to come to agreement on the questions that were presented, and thus was born the Olympic idea and the formation of an International Olympic Committee.

There have been many meetings of the International Olympic Committee. Ten great international athletic meetings have been held; the first in Athens, Greece, 1896; the second in Paris, France, 1900; the third in St. Louis, U. S. A., 1904; the fourth in Athens, Greece, 1906; the fifth in London, England, 1908; the sixth in Stockholm, Sweden, 1912; the seventh in Antwerp, Belgium, 1920; the eighth in Paris, France, 1924; the ninth in Amsterdam, Holland, 1928; the tenth in Los Angeles, U. S. A., 1932. The eleventh, of course, is to be held this year in Berlin, Germany.

The Olympic idea embodied the thought of a strong bond of friendship among all civilized nations and the relegating of war from the annals of nations by frequent peaceful meetings of nations on the field of sport. It proposed to purify sports, to

abolish selfish and underhanded methods in sports competition, and to promote rejoicing in the contest and not primarily in the victory.

Many of the ideals of the Olympic Committee have been realized to a degree, but time has taken its toll and at present there are many indications of retrogression. A new deal is in order to rearrange the thinking of those connected with the Games and to bring into being once again the original and worthy ideals of the founder, Baron de Coubertin.

The United States in the Olympics

IT is of particular interest to the United States to be a progressive factor in this new deal, for this country has practically dominated the track and field sports in all the past Olympiads.

A study of the events in track and field shows that the representatives of the Stars and Stripes have chalked up the following wins in the various events; seven firsts out of ten in the 100-meter dash; two firsts in the 60-meter dash; six firsts out of eight in the 200-meter dash; seven firsts out of ten in the 400-meter run; four firsts out of ten in the 800-meter run; three firsts out of ten in the 1,500-meter run (the last American athlete to win this event being Mel Sheppard in 1908); two wins out of ten in the Marathon, the classic of all events; eight wins out of ten in the 110-meter hurdles; two wins in the 200-meter hurdles; five firsts out of seven in the 400-meter hurdles; two firsts in the 2,500-meter steeplechase; four firsts out of five in the 400-meter relay; five firsts out of six in the 1,600-meter relay; nine firsts out of ten in the pole vault; five firsts in the standing high jump; eight firsts out of ten in the running high jump; four firsts in the standing broad jump; two firsts in the standing high jump; two firsts in the

standing hop-step-jump; nine firsts out of ten in the running broad jump; three firsts out of ten in the running hop-step-jump; seven firsts out of ten in the 16-pound shot put; six firsts out of eight in the 16-pound hammer throw; one first in the 56-pound weight event; seven firsts out of ten in the discus throw; and two firsts in the decathlon.

The greatest single victory in the history of the Olympics was attained by Jim Thorpe of the United States in 1912 in winning both the pentathlon and the decathlon. Because of a violation of amateur regulations, Thorpe was disqualified and deprived of the trophies, but his achievement lives on as a remarkable demonstration of ability. While he may be deprived of the awards and a place of honor in the record book, he has the everlasting satisfaction of having accomplished this feat.

With the world torn asunder by political discord and strife, with economic and social disarrangement and threatening clouds of disagreement and suspicion thrown about the present Olympics, let us hold fast to the ideals of the originator of the Olympic pageant and bring about a more amicable and co-operative spirit so that future games will again witness the mark of a true civilization, love and charity toward all nations.

This Game Called Lacrosse

(Continued from page 13)

and personality, since a schedule could be worked out which would not interfere with other sports.

A check-up reveals that the American universities have demonstrated their superiority over the Canadians in recent years, and in the Olympic Games of 1928 and 1932 between American and Canadian teams, the Americans won five out of eight games, which is food for thought.

Adapting the System to the Material

(Continued from page 34)

The object to be gained, as I see it, is not to give the boy the idea that getting the ball, holding or dribbling it is sufficient; that is just secondary. He should get the ball to another player for a team advantage. In the quick starts and stops that good players make, the fraction of a second in which the ball is passed to a team mate is just as important as getting a man clear or the accuracy of a pass.

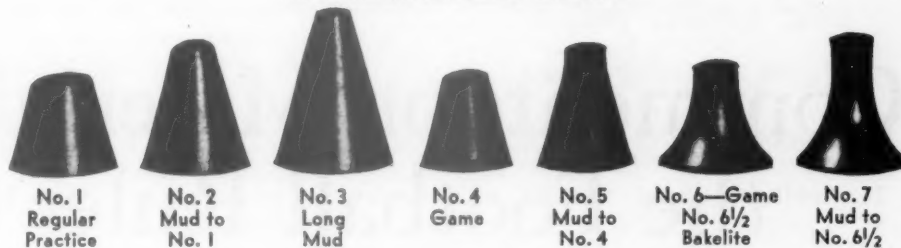
Advocates of systems of play argue heatedly of their superior merits, but I believe the greatest success is derived from

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adapting the best in all of them. I have not used the so-called "man-in-the-hole" system since 1934. I worked hard on a big boy that year and come to the conclusion that I gave too much attention to that particular position at the expense of the rest of the team.

The following year I had a boy not so clever at the free throw line, but when I played him near the side line he was very valuable. He shot very fast from this spot and made a high percentage of his throws count, even when hurried. I had this boy spend much time on the fake shot and pass, and, when crowded, the fake shot and dribble. The back forward, playing the other side of the court, was tall and exceptionally good on rebounds, which he tried either to tip in or pass out to the players back of him. I had a large guard very good on long shots and also clever at

timing rebounds. These three boys combined with another good guard and a fast, smart forward. The combination was effective enough to win the 1935 state tournament. Ours was the only team in the state tournament that year that did not use a man on the free throw line.

This past season I had a tall center, fairly good on long shots and exceptionally good on fake shots and passing. He gained much of this ability because he worked so often against the center of last year's team. The back forward was not very tall, but he was a clever ball-handler, a good shot and, for a man of his height, very good on rebounds. I kept this boy near the basket as much as possible. He was careful not to get caught by the three-second rule. He was usually waiting for a quick pass that might result in an easy basket and always tried to keep in a posi-

tion so he could not be screened out of a rebound shot by another player. The front forward was again a small but fast boy with a lot of fight.

I had two strong guards. One of them, the captain, was the only regular from the previous championship team. He was cool, heady and deliberate. His generalship and strategy were above the average. In all departments he was a good performer. This combination of boys won the championship in 1936, demonstrating to me, at least, that given a squad of likely boys, willing to submerge personal triumph for the good of the team, a coach with any well-defined system of play which is developed to the point where it is almost mechanical and is then supplemented by coolness and generalship in action, will result in a team going a long way in the field of competition.

Comments on Material Changes in the Football Rules for 1936

By Meyer Morton

IN the April issue of THE ATHLETIC JOURNAL, Mr. D. O. McLaughry called attention to the changes in the football rules decided upon by the Football Rules Committee of the National Collegiate Athletic Association at its meeting held at Palm Springs, California, in February of this year. These changes are decided upon in principle by the Committee, and the exact phraseology and wording of the rules and changes are drafted later by a sub-committee. The football guide in which the rules officially appear is not published or available until early in the summer; and so the exact phraseology will not be known until then.

Critics of the changes in the football rules determined upon by the Committee should consider that its personnel is representative geographically and in experience, qualifications and competency, and that its action is taken only after serious and mature deliberation and thought, and as taken reflects the composite judgment of those most vitally interested in, conversant with and closest to the welfare of the game.

It is the purpose of the writer, therefore, to comment generally upon the more material changes in the rules as determined in principle by the Rules Committee, and, if possible, explain the reasons therefor, with the hope that all interested may in some measure benefit thereby.

I

RULE 3, SECTION 18, ARTICLE 2, PAGE 8. This is the rule concerning the position on the line of scrimmage of the offensive team. The rule now reads as follows: "A player

A GRADUATE of the University of Michigan, Meyer Morton is now practicing law in Chicago. He is a close student of football and for a number of years he has been officiating games in the Middle West, especially in games involving Western Conference universities. In this article, he discusses the more important changes in the football code for 1936.

shall be considered to be on the line of scrimmage if he has both hands, both feet or one foot and the opposite hand up to within one foot of this line," etc. As this rule concerns the offensive team only, the words "a player" in the present rule are not accurate for they might be taken to mean a player of either team. To clarify this, the Rules Committee has changed the rule to read: "Players of the team in possession of the ball shall be considered to be on the line of scrimmage," etc. The reason for this change is obvious and the change is clarifying.

II

RULE 4, SECTION 1, ARTICLE 1, ITEM 2, PAGE 13. It has, perhaps, been annoying to the teams and embarrassing to the officials for officials to go to the teams' quarters at least three minutes before the expiration of the intermission between halves to notify the teams of the expiration of the intermission. When the teams have failed to appear, officials have been reluctant to enforce the penalty for such

failure because it was a very drastic one. In many instances the delay in appearing at the beginning of the second half was excusable; in some it was not.

The rule has been modified somewhat since originally adopted, but even as modified it was found to be somewhat impractical in administration and enforcement. Consequently, the Rules Committee has made a material change in this rule, which will provide that teams must be ready for play at the end of the intermission between the first and second halves without notification by the officials, and in case a team is not on the field of play at the end of the fifteen minute intermission, it will be penalized 15 yards and the ball put in play by a kick-off, instead of by scrimmage on the defending team's 35-yard line as formerly provided.

In general, this would seem to be a beneficial change if the violation is not a flagrant one, and it may be expected that with prevailing sportsmanship there will be no flagrant violations of the rule. There have been very few such fouls in the past, and there have usually been extenuating circumstances in those which have occurred.

III

RULE 5, SECTION 2, PAGE 18. (a) Illegal return to the game is a foul seldom committed. It can perhaps be safely said that in major games this foul has never been a deliberate one. The present rule has a very drastic penalty—25 yards for a foul which must be considered inadvertent. The Rules Committee has, therefore, made

a very sensible change in this rule by reducing the penalty from 25 yards to 15 yards. With the change in this penalty and that for a team reporting late at the beginning of the second half, the only two remaining 25-yard penalties have now been eliminated from the code. The fairness of this change will be realized when the yardage penalty is compared with penalties of the same yardage for other fouls which may be considered deliberate.

(b) One of the confusing and delaying incidents of a football game is the making of substitutions and the delays connected therewith. To eliminate this, the Rules Committee has made a recommendation to be incorporated in the new code that the teams mutually agree to keep a record of their own substitutes. This is further evidence of confidence and trust in the integrity and good sportsmanship of opponents. It will obviate the necessity of the umpire keeping a record of the substitutions. It will reduce the delay caused in making substitutions and the confusion caused by a number of substitutes reporting at one time. It should be a big factor in speeding up the game. It is to be hoped that this recommendation will be followed and, if so, it will be a material improvement in the conduct and administration of the game.

IV

RULE 5, SECTION 3, PAGE 20. It is difficult to conceive that the identity of the players in a game can be successfully concealed. There is every reason why it should not be concealed. Participation of a player in a game and his identity should be known to all. The Rules Committee has, therefore, decided upon a recommendation to be incorporated in the new code by way of a supplemental note, providing for minimum six-inch numbers on the front and eight-inch numbers on the back of all players. This recommendation could go even farther and provide that no player have more than two numbers in front and two in back. This recommendation, if followed, will be appreciated by spectators, scouts and officials.

V

RULE 7, SECTION 5, ARTICLE 1, PAGE 28. There are three classes of illegal forward passes: (a) those made by the team which did not put the ball in play by scrimmage; (b) those made less than five yards back of the line of scrimmage; and (c) more than one forward pass during a scrimmage. The development of lateral pass play in recent years prompted the Rules Committee to make changes in the code somewhat encouraging such passes. One of such changes is the supplemental note now in the code. This note removes the applicability of the rules of eligibility and interference on two of these classes of forward passes, viz.: those by the team which did not put the ball in play, and those made beyond the line of scrimmage

by the team which did put the ball in play. It also provides that the ball is dead if caught by a player of the opposing team. This latter provision prevents playing the ball in the event of a fumble after such illegal pass is made.

The present supplemental note, however, only covers illegal passes made *beyond* the line of scrimmage. It does not cover illegal forward passes made on or *behind* the line of scrimmage. A team could, therefore, make two forward passes on a play behind its line of scrimmage under the present rule. It was clearly not the intention of the Rules Committee, when the present supplemental note was adopted in the code, to treat such passes *behind* the line of scrimmage any differently from those *beyond* the line of scrimmage. It, therefore, was found that the note did not expressly cover such situations and so the Rules Committee has adopted an additional supplemental note under this rule, expressly covering illegal forward passes made by a player on or behind the scrimmage line.

This new note is really intended to fill a gap in the present supplemental note and is in line with the intention of the Rules Committee when the present supplemental note was adopted.

VI

RULE 7, SECTION 5, ARTICLE 4, PAGE 31. The second paragraph of this article has been in the code for some years without change. It was originally designed to cover the so-called "screen pass." Of necessity, it had to be general in its nature and wording. Since its adoption, the Committee, coaches and officials have given consideration to laying down specific tests to aid in its enforcement, but have been unable to agree upon any such test that would be practical in its enforcement.

The present rule provides that it is interference when ineligible players who have crossed the line of scrimmage in any way obstruct the right-of-way of opponents on a forward pass which has crossed the line of scrimmage. The Rules Committee now, for the first time since this rule was originally adopted, is attempting to define and lay down a measuring unit to aid in the interpretation of the general phraseology and in the enforcement of this rule. The new rule will now provide that it will be regarded as interference on a forward pass play when ineligible players who have crossed the line of scrimmage are in advance of the spot where a forward pass has been completed, incompleting or intercepted. It is hoped that this specific limitation will furnish at least one method of judging a violation of this rule.

Whether the rule will differentiate between forward passes completed, incompleting or intercepted beyond the line of scrimmage or behind the line of scrimmage will not be known until the rule is finally written. It would seem that it will be

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difficult to enforce the rule if it applies to passes completed, incompleted or intercepted behind the line of scrimmage, for on all such passes the ineligible linemen must of necessity be in advance of the spot where the forward pass will have been completed, incompleted or intercepted. This limitation will, however, undoubtedly be of help in determining whether there has been an infraction of this rule on passes completed, incompleted or intercepted beyond the line of scrimmage. Necessity for such a specific measure has long been felt. It would seem to be practical and will be watched with interest. If it works out it may result in other like measuring units being adopted hereafter.

VII

RULE 7, SECTION 6, ARTICLE 2, PAGE 33. In our judgment the most important change in the code is in this rule. The present rule is that on a ball kicked from scrimmage, which for any reason does not cross the line of scrimmage, it may be recovered by the kicking team but is dead as soon as recovered and cannot be advanced. It may, however, be recovered and advanced by the receiving team.

The new rule will provide that on such kicks the ball may be recovered and advanced by any player of either team. This means the offense as well as the defense. One reason which probably prompted the Rules Committee to decide upon this change is that it is considered a substantial handicap to the kicking team if, for any reason, its kick does not cross the line of scrimmage, and it should, therefore, be given every opportunity to overcome such handicap by permitting it to advance the ball if it can do so. In effect, this is throwing weight in the balance of offensive football for which in recent years there seems to be a greater public demand. It is the first turn-about step since the changes made some years ago making the ball dead under certain circumstances on kicks and fumbles.

There has been a popular demand for this trend in football legislation. It must be agreed that there is merit to the evident reason which prompted the Rules Committee to make the change and that it will be accepted favorably.

VIII

RULE 7, SECTION 7, ARTICLE 1, PAGE 35. The one year of trial of the so-called "slow whistle" did not prove the warrant of its retention. It will, therefore, be eliminated.

The recent tendency of lateral pass play demanded that a trial be given to this provision which appeared in the rules last year. That trial from a practical standpoint did not justify the rule and consequently it will not be retained. Many followers of football felt that it was conducive to injuries, for if a player was free legally to pass the ball after he was tackled, it was likewise legal for opponents

to continue to "play him" to prevent him from passing the ball. The runner, therefore, took punishment which could not under the rule be penalized as unnecessary roughness. In our judgment, the elimination of this supplemental note will not adversely affect lateral pass play to any appreciable extent.

IX

RULE 10, SECTION 2, PAGE 49. The present rule regarding running into the kicker is strict. All interpretations of this rule have been strict. There have been many instances in which a charging defensive lineman would make slight contact with the kicker which, under the rule, was a foul and demanded a penalty. It was always felt that from a practical standpoint this was regarding the rule too strictly, but heretofore it had to be so interpreted.

The Rules Committee has decided upon a more liberal interpretation of this rule, which will be covered by a supplemental note providing that if the kicker is only slightly touched or if his own movement causes the contact with an opponent, it shall not be regarded as running into the kicker and will not be a foul. This new note will still give the kicker adequate protection. The change must be regarded as safe and sensible and in line with the more reasonable interpretation which many coaches and officials have always felt should be the rule.

X

RULE 10, SECTION 2, ARTICLE 9, PAGE 51. This rule concerns the personal fouls of *players* and provides for only a 5-yard penalty in the discretion of the referee in cases covering acts palpably unfair and not elsewhere provided for in the rules. The rule is a general one and may cover a multitude of sins. Nevertheless, the Referee is limited to the enforcement of only a 5-yard penalty.

For such a general rule under which so many unusual things may happen a 5-yard penalty may be wholly inadequate. Even a yardage penalty may be inadequate. The Rules Committee has therefore changed this rule by giving the Referee authority to make such ruling as in his judgment justice may require. There is at the present time a similar provision in Rule 11, Section 6, Page 52, which applies only to *persons other than players*. The change to be made in this rule concerning *players*, therefore, will give the Referee the same authority that he now has with reference to acts committed by *persons other than players*. This is a fair, equitable and proper change and should have been made some time ago.

There is no good reason why the Referee should not have the same authority and jurisdiction with reference to the conduct of *players* as to the conduct of *persons other than players* concerning acts palp-

ably unfair and not otherwise provided for in the rules.

XI

QUESTION AND ANSWER NO. 54 ON PAGE 80 CONSTRUING RULE 12, SECTION 1, PAGE 52. This has been a ruling which has been regarded by officials as inconsistent with the general principles of the code. The question is: "Team A punts. The ball goes out of bounds and then a Team B player clips a Team A player. What is the penalty?" The answer is: "Loss of ball to Team A at the spot of the foul."

This ruling is based on the theory that the ball was in possession of neither team and, under the general rule, the penalty is loss of ball at the point of the foul. As stated, this is inconsistent with other rules in analogous situations. On a safety and touchback the penalties are enforced from the point of the succeeding play. There will be a new question and answer as follows: "Team A punts, it having been clearly determined by the Referee that the ball was out of bounds, and then a player clips an opponent. What is the decision?" Answer: "Team B's ball—penalty 15 yards from the spot of the foul."

In our judgment this is about half right, for in theory the ball belongs to Team B as soon as it goes out of bounds and so the penalty should be enforced from the point where the ball went out of bounds, after having been brought in 10 yards, rather than from the point of the foul. Such a ruling would be consistent with the rulings on analogous situations such as safeties and touchbacks, and would seem to be theoretically sound. At any rate, the new question and answer is at least a step forward in the right direction from the one at present in the code, and the Rules Committee may in another year give it further consideration and perhaps reach a conclusion in line with that herein expressed.

As a whole, the changes are constructive and meritorious. They should prove beneficial in the coaching, playing, administering and watching of the game.

Olympic Training Menu

IN addition to the regular meals, Olympic athletes representing the United States will be allowed an apple each day and peanut brittle or other hard candy three times weekly. The apples will be served at nine in the evening; the candy directly after the evening meal. On the days candy is not served, the athletes will be fed Vienna bread sticks or whole wheat bread.

The Olympic menu has been drafted by Lawson Robertson of the University of Pennsylvania, Head Coach of the United States Olympic team, and forwarded to Dr. Carl Diem of the Berlin Olympic Organization Committee, who is charged with the task of catering to the native

diets of more than fifty national teams—approximately 5,000 athletes in all.

Following is the Olympic menu for six days:

MONDAY

BREAKFAST

One-Half Orange
Hot or Cold Cereal
Bacon and Eggs
Toast or Muffins
Coffee—Cocoa—Milk

LUNCH

Roast Beef
Baked Potato
Carrots and Peas
Pineapple Salad—Homemade Mayonnaise (Olive Oil)
Fresh Pears, Stewed

DINNER

Soup
Roast Beef—Applesauce
Mashed Potatoes
Creamed Cauliflower
Fruit Jello—Vanilla Sauce

TUESDAY

BREAKFAST

One-Half Orange
Hot or Cold Cereal
Bacon and Eggs
Toast—Coffee—Cocoa—Milk

LUNCH

Lamb Chops
Baked Potatoes
Fresh Peas
Apple and Raisin Salad
Stewed Fruit or Prunes

DINNER

Soup
Beefsteak
Mashed Potatoes
Beets
Rice Pudding

WEDNESDAY

BREAKFAST

One-Half Grapefruit
Hot or Cold Cereal
Scrambled Eggs or Omelet with Bacon
Toast
Coffee—Cocoa—Milk

LUNCH

Roast Beef
Baked Potatoes
Stewed Celery
Tomato Salad
Baked Apple

DINNER

Soup
Roast Chicken—Gravy
Cranberry Sauce
Mashed Potatoes
Fresh Peas
Ice Cream

THURSDAY

BREAKFAST

One-Half Grapefruit
Hot or Cold Cereal
Bacon and Eggs
Toast
Coffee—Cocoa—Milk

LUNCH

Roast Lamb
Baked Potatoes

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DINNER

Soup
Roast Beef
Escalloped Potatoes
Spinach with Egg
Chocolate Pudding
**FRIDAY
BREAKFAST**

One-Half Orange
Hot or Cold Cereal
Eggs, as Desired
Toast
Coffee—Cocoa—Milk
LUNCH

Roast Beef or Fish
Baked Potatoes
String Beans
Apple and Raisin Salad
Cup Custard
DINNER

Soup
Roast Lamb or Fish
Mashed Potatoes
Fresh Lima Beans
Spanish Cream
**SATURDAY
BREAKFAST**

One-Half Grapefruit
Hot or Cold Cereal
Eggs, as Desired
Toast
Coffee—Cocoa—Milk
TRAINING LUNCH

Two Lamb (French) Chops (cut three to
the pound)
Small Baked Potato
Two Pieces Whole Wheat Toast
One Small Piece Butter
Tea
REGULAR LUNCH

Cold Meat
Potatoes au Gratin
Vegetable—Tomato Salad
Stewed Fruit
DINNER

Soup
Roast Beef
Boiled Potatoes, Parsley, Butter
Wax Beans
Fresh Apple Pie

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FLORIDA athletic coaches recently or-
ganized a state association. This is
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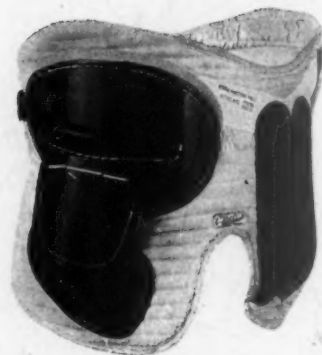
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